Consultation Feedback
on the
Active Kids, Healthy Kids
Physical Activity Strategy

Prepared for:

The PACY Working Group
Consulting
Nova Scotia Sport and
Recreation Commission

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1.0 Introduction

The following report presents the findings of a province-wide series of consultations on the subject of physical activity, and children and youth. The consultation was undertaken, and the report prepared by, Martell Consulting Services Ltd. in association with Griffiths Muecke Associates.

1.1 Background to the Consultation Process

The Nova Scotia Sport and Recreation Commission (NSSRC) is undertaking a province-wide strategic effort directed at the issue of physical inactivity among youth and children.

The problem of under-active youth is not restricted to Nova Scotia. Physical inactivity has been identified as a priority public health issue across Canada, and in 1997, federal, provincial and territorial ministers responsible for sport and recreation made a commitment to reduce the number of inactive Canadians by 10% by 2003.

In 1998, the Nova Scotia Sport and Recreation Commission formed the Physically Active Children and Youth (PACY) Working Group, an interdepartmental committee responsible for developing a coordinated provincial strategy intended to decrease the number of inactive children and youth within Nova Scotia. Although the NSSRC has the lead responsibility for this file, the responsibility is shared with other provincial departments including Education, Health, Community Services, Justice and the Youth Secretariat.

In implementing its mandate, the PACY Working Group has developed a draft Vision, undertaken an environmental scan and identified a set of six goals designed to support the Vision. The Working Group has also prepared a discussion paper, *Healthy Physical Activity for Children and Youth*, to be used as a discussion tool to raise awareness about physical inactivity among young people.

1.2 Goals of the Consultation Process

The objectives of the consultation process are to assist the Nova Scotia Sport and Recreation Commission, and the PACY Working Group, in:

- Raising awareness and gaining commitment to the issue of physical activity
- Obtaining input on the draft vision and priority goals
- Developing strategies and lead responsibilities to meet the goals
- Inventorying participants as potential supporters of the strategy

1.3 Methodology

A total of 28 sessions were scheduled across the province over the month of October 2001 (27 were held). Four sessions were held in each of NSSRC's six regions. Of these four, two were public sessions held in the evening, one was for stakeholder groups and one for elected/appointed officials. A further four sessions were scheduled with provincial organizations.

In addition, a Work Book was prepared and put on the government web-site (NSSRC). The format of the Work Book gathered similar data as in the sessions (see below) to ensure that all data collected would be consistent.

1.3.1 Promotion of Sessions

Promotion of the sessions occurred in a number of ways. Advertisements for the public sessions were placed in the Halifax Herald and the Daily News during the first week of October with a press release sent to every weekly newspaper closer to the dates of the individual sessions. The advertisements also noted that feedback could be provided on-line by filling out the Work Book.

The Department of Community Services mailed notices advertising all upcoming public sessions to 450 child care Early Intervention and Training Institutes in the province.

The Department of Education sent a list of all the public sessions to every school (approximately 500) in the province.

Personal letters of invitation were sent to stakeholder groups and elected/appointed officials by each regional office of the NS Sport and Recreation Commission as follows:

Region	*Stakeholders*	*Elected/Appointed*	*Public*
Cape Breton	157	211	
Central	76	61	

Fundy	143	38	167
Highlands	152	79	155
South Shore	Sent 225 letters in total to all three groups; 425 letters also sent to parents from Argyle principal	As well as placing 3 ads in local papers; posters dropped off	And posting sign outside NSCC for one week
Valley	Press release in 10 Valley papers	Ad in Aurora and regional papers; posters dropped off	And two radio spots

Personal letters of invitation were also sent, and followed up by e-mail or telephone, to a variety of provincial organizations: Education Associations (14), Health Organizations (44), Sport and Recreation Organizations (120), Youth Organizations (44). Community Health Boards were also contacted throughout the province.

1.3.2 Participation in the Consultation

Participation in the sessions across the regions is summarized in the following table. In general, the stakeholder sessions were the best attended across the regions. Make-up included representatives from Community Health Boards, Public Health and other health-related agencies, Municipal Recreation, Community Services, physical education educators, day care personnel, School Board personnel, and representatives of sport and recreation organizations. Stakeholders from these same groups also made up the majority of participants in most of the Public sessions.

Participants in the elected/appointed sessions included a mix of municipal councilors/wardens, School Board members, Community Health Board members and in some cases, MLAs.

Turn-out was highest in the Central, South Shore and Valley regions (the Highlands number is inflated by a large number of physical education students from St. Francis Xavier University who attended the stakeholder session). Turn-out in these regions was facilitated by additional promotion undertaken by the regional staff (radio spots, personal follow-up). In general, turn-out was lowest in the public sessions with no one attending the second public session scheduled for Cape Breton.

Participation in Consultation Sessions by Region and Type

Regions	*Public I*	*Public II*	*Elected/ Appointed*	*Stakeholders*	*Totals*
Cape Breton	3	0	10	15	28
Central	10	9	3	40	62
Fundy	8	2	2	20	32
Highlands	7	2	8	36 [1]	53
South Shore	13	6	8	23	50
Valley	16	13	6	21	56
Totals	*57*	*32*	*37*	*155*	*281*

In addition to the regional consultation, sessions were scheduled with provincial organizations. One of these was subsequently cancelled as only one organization from the education sector responded to the invitation. The largest turn-out was for the sport and recreation associations (14) followed by six health organizations and five youth organizations.

An additional fifteen respondents provided written feedback that has also been included in the analysis. Twelve respondents completed the Work Book, while three sent in letters outlining their ideas on how to increase physical activity levels among our children and youth.

1.3.3 Format of Sessions

The format for carrying out the consultation sessions was similar across the regions with a few exceptions. Participants were asked to sign-in when they arrived at the sessions, providing their address, phone/fax numbers, organization represented (if relevant) and e-mail address. Participants were provided with copies of the *Active Kids, Healthy Kids* Background Research Paper and the *Active Kids, Healthy Kids* Proposed Vision and Goals booklet at the time of sign-in. Copies of the Work Book (available on-line at the NSSRC Commission website) were also available for participants to take home and fill in at their leisure, or share with a friend, colleague or family member.

[1] The Highlands stakeholder group included 25 students in physical education from Saint Francis Xavier University.

All sessions were arranged to take place over a two-hour period. The first half hour was spent looking at the issue of physical activity and children and youth (the facilitator used overheads to review highlights from the background research paper) and being introduced to the proposed Vision and six goals. A brief discussion among the group followed on whether the Vision and goals were appropriate given their own perceptions of the situation and the research presented. In some sessions the focus of this first discussion was more on participants' own experience with the problem of youth physical inactivity.

The group was then broken out into smaller groups (three to six members each depending upon the number in attendance) and individual goal sheets were passed out. Each group was given two to three of the six goals. The objective was for each small group to come up with a set of actions on how to implement their particular goals as well as to identify the lead (or shared) responsibility for carrying out the actions. The groups were also asked to identify any challenges or opportunities that could be associated with the actions (although this was of a lesser priority). While all groups provided a great deal of feedback on suggested actions, there was some variability among groups on the identification of responsibility areas and barriers/opportunities. A summary of the completed Goal Sheets can be found in the Appendices 3.1 - 3.8.

The small working groups were given 50 minutes to work on their goals. If they completed their goals under that time, they were asked to select a third (or fourth) goal of their choice to work on within the remaining time. At the end of the 50 minutes the groups were asked to take a break, walk around and look at the actions their fellow participants had come up with (and add any additional ideas); the individual goal sheets had been collected over the 50 minutes and posted on large sheets around the room. The groups then reassembled to jointly discuss whether the six goals "said it all" or whether there were additional goals that the Working Group should take into consideration to realize the Vision; and what specific actions they or their organization could take to increase physical activity levels. Groups were also asked what they see as being the critical elements to realize the Vision.

The final task was for individual group members to rate the six goals in order of priority (high, medium or low) to assist the Working Group in their allocation of resources (time and money) among the goals.

Exceptions to the Methodology

The above methodology was followed for the majority of sessions. There were a number of sessions however where turnout was low (two to three participants). In these instances (Cape Breton Public I; Fundy Elected/Appointed; Fundy Public II; Central Elected/Appointed; Highlands Public II), the formal

presentation of slides was replaced with a more informal discussion of the vision, goals and suggested actions and responsibilities. The facilitator took notes in lieu of the small group work.

The consultation with stakeholders in the Central Region was carried out by video-conferencing, using Telehealth facilities at five sites. The main facilitator was located at the Dartmouth site, and there were also assistant facilitators at four other sites linked into the system: Halifax, Musquodoboit Harbour, Middle Musquodoboit and Sheet Harbour. The same format used in the other sessions was followed, except for two tasks – the discussion following the presentation of the background paper and the feedback on the six goals. For these, the sites went off-line and carried out separate discussions. All the feedback and the priority ranking forms were collected from the five sites after the videoconference ended.

2.0 Overall Findings

This section presents a summary of the overall findings collected across the regions, the provincial organizations and the Work Book and other written feedback. There was a high degree of similarity among the feedback with few if any differences emerging between regions or types of groups.

2.1 Feedback on the Vision and Goals

All groups across all regions, all the provincial groups and all Work Book and other written feedback gave a resounding "thumbs up" to the proposed Vision.

> *"To change to "a culture of physical activity", a multi-pronged approach such as this one is needed."*
>
> *"The Vision is a good one. It encompasses all levels of society and all levels of governments."*
>
> *"The Vision does appear to make sense as we need to create a new culture that values physical activity and healthy eating as the norm, not the exception. By making it a fundamental issue, and a priority in NS, we can put in place supports and a structure so that the physically active children become physically active adults. We need an increase in PA to see a decrease in disease prevalence, prevention of chronic illness and an increase in overall health status."*

There were some, however, who felt the Vision did not go far enough:

> *"NO. It (the Vision) doesn't make sense. A (10%) reduction in the number of physically inactive children by the year 2010 does not seem like a very ambitious goal. IF the program is promoted properly, there should be a 100% reduction by the year 2010."*

Or fast enough:

> *"Why does it have to take so long? We are already doing it in our community."*

While most participants and respondents agreed that it will take all six goals to achieve the Vision, a few participants suggested adding the following goals:

- Highlighting the important role of families (parents) in educating children to the value of physical activity through a separate goal
- Building in a separate goal to ensure that children with special needs are included in the strategy (although the Opportunities For All goal intends to meet this objective)
- Specifically addressing the barriers to physical activity faced by children living in poverty in Nova Scotia (again, the Opportunities For All goal intends to meet this objective)
- Specifically addressing the critical period of early adolescence in which it appears that many young people become alienated from sports and physically active recreation
- Building in a goal that addresses healthy eating
- Building the private sector into the strategy

In terms of deleting a goal, a number of participants noted that enough research already exists on the problem of physical inactivity and children and youth. Their preference would be to promote what is already known about the effects of inactivity among children and youth and start working on increasing physical activity. On the other hand, several participants also noted the need to evaluate the effectiveness of different intervention strategies.

2.2 Critical Elements to Realize the Vision

There was general consensus among respondents that the following thirteen elements will be critical to realizing the Vision of a culture based on physical activity.

- Commitment and leadership by the provincial government to make physical activity among children, youth (and families) a key priority; and sustainability of that commitment over time

- Development of a collaborative approach by all key provincial government departments (in particular Education, Health, Transportation, NSSRC) and among all levels of government (federal, provincial and municipal)

- Integration of physical activity and health issues into government polices and plans at all levels (for example, building sidewalks into all new sub-divisions)

- Development of a hard-hitting information campaign designed to raise parental, community and government awareness of the issues around physical inactivity and the impacts on health; and also designed to impart facts on just how easy and fun it is to be physically active

- Building quality daily physical education back into the school system

- Re-working the school bussing system to enable more after-school physical activity and more walking between school and home

- Greater emphasis on unstructured play and recreation, especially involving families

- An emphasis on broadening participation in sports by providing more opportunities for recreational participation, with no-cut polices wherever possible, and placing higher value on house or recreational leagues and other non-elite opportunities

- Emphasis on maintaining involvement in physical activity especially during Junior High/Middle School years as this is a crucial phase of a young person's development

- Special attention paid during these years to the needs of girls, by offering a broader range of activities such as yoga, exercise machines or dance. Where possible girls-only physical education classes should be provided.

- Role-modeling and leadership by parents, older youth and other community members

- Better utilization of Nova Scotia's natural (outdoor) resources

- Better utilization of the existing facilities in our communities (round-the-clock use of schools for example)

- Valuing and supporting volunteer involvement and development and broadening the scope of who gets involved as volunteers

2.3 Feedback on the Goals

Analysis of the results from the individual sessions, as well as the written feedback received, demonstrates unanimity across the province in support for

the six goals proposed by the Working Group. While the degree of emphasis may vary by goal and individual participant, most would agreed that the Working Group must adopt a multi-pronged and holistic approach to solving the problem of physical inactivity among our children and youth.

The following sections present a summary of the themes that emerged from an analysis of the ideas/actions proposed to implement the individual goals. Lead responsibilities for the actions are also provided where appropriate.

2.3.1 Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

A number of themes emerged across the groups and regions regarding ways to approach the Education goal.

Quality Daily Physical Education

The most commonly raised suggestion was the introduction of quality daily physical education (QDPE) in the schools. While agreement varied on the details, (for example whether QDPE should be available from P to 12 or 6 to 9), all were in agreement that the education system has the opportunity to reach all children and youth and that this factor alone should be sufficiently compelling to make daily physical education a central plank of the physical activity strategy. [2]

In the elementary schools, QDPE may not necessarily mean formal gym classes; but rather more opportunities at recess and lunch for physical activity made possible by the provision of sufficient basic play equipment to enable all children to be active (balls, skipping ropes, frisbees).

Respondents felt that responsibility for building quality daily physical education in the schools should not be left to the Department of Education alone to

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[2] The research identified a success story in physical education within the school system that the PACY Working Group may want to investigate in further detail. The Evangeline Middle School In New Minas has had a daily physical education program operating since 1989. Strategies to make physical activity a part of each student's life include having a 'no cut' policy in effect for sports teams (of 380 students, 142 stay in after school for volleyball); curriculum is scheduled in such a way that children do not have to choose among band, fine arts or sports; intermurals are compulsory; each student has to complete a sheet (the fitness shoe) signed by their parents/guardians indicating they have participated in an additional 15 minutes of activity after school hours (similar to a band practice sheet); partnerships have been developed with the sports business community resulting in over $12,000 in prizes annually - these are distributed at assembly every Wednesday (70 prizes at a time) to children filling out physical activity ballots; there are fitness exploratories every Wednesday; and in addition, the physical education teacher has arranged for 52 hours of minor sport in partnership with the community on a weekly basis. Leadership at the top (principal and senior staff) and a committed full-time physical education teacher has made the Evangeline Middle School a model of physical activity for the rest of the province to consider.

shoulder but be a shared responsibility across government departments and levels of government. Key players are seen to be the Department of Education, Department of Health, NS Sport and Recreation Commission and the Municipal Recreation Departments. (Ideas on how to fund this strategy included using tobacco taxes and drawing from the municipal recreation budgets.)

Promotional Campaign with a Physical Activity Message

A second theme emerging across the regions relates to establishing a campaign to promote both the message of physical activity and its benefits (health and academic) and to spread the message that being physically active is both fun and easy. Health Canada, NSSRC, the NS Department of Health and the private sector were identified as the lead bodies for implementing this action.

Many respondents felt that parents do not understand that their children need physical activity in their lives and that they have become reliant on the TV and video games as baby-sitting tools. A major promotional effort will be required to change this mindset and give parent the tools to help them help their children become more physically active. Key will be teaching parents "just how easy it can be to be active" and that unstructured play outside is one of the main ways that children can be active. Groups noted over and over that "kids have forgotten how to play" and will need interventions from a variety of sources (volunteer leadership, communities, families, NSSRC), municipal recreation departments) to re-build unstructured physical back into their lives.

It was also pointed out that many families today deal with considerable stresses, including lack of time, lack of money, and the complications of divorce, and any social marketing campaign should respond to this reality.

A number of groups suggested that one element of the promotional campaign may include borrowing from the recycling and fire prevention campaign strategies - using the schools and children to bring the message back to the parents.

Family Involvement in Fun-Filled Physical Activity

A third theme raised in many of the sessions and in the written feedback is the need for families to become active together – "if the parents are active, the children will also be active" was the common message heard. Ideas for encouraging family involvement were linked to the promotional campaign raised above; parents need 'education' on ways they and their children can increase their activity levels. Suggestions from the Cape Breton region included more community dances; ideas from the Valley included more joint family focus on home responsibilities (lawn work, household duties, picking apples). All regions spoke of more outdoor activities for the entire family to enjoy arranged

by local communities (block road hockey) or municipal recreation departments (skating parties, tobogganing parties).

Involvement of the mother was seen as especially important as an incentive for girls and young women to stay involved in physical activity (see Girls and Young Women goal). The family theme was also raised under the Opportunities For All goal.

2.3.2 Opportunities for All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Better Use of Existing Facilities

A common message across the groups was the need for communities to make better use of their existing facilities. While not every community has access to a well equipped community recreational complex, most communities have schools, church halls, empty parking lots, and old and outdated tennis or basketball courts. The message is to inventory existing facilities and come up with ways to turn them into places where children and youth can engage in safe recreational activities, and can meet the recreational interests of today's youth. Community groups and the local municipality were seen as the main players responsible for this action.

Most groups also called upon the schools in particular to make their facilities and equipment available to the community after regular school hours, in the afternoon, in the evening and on weekends. School boards and individual school administrators were seen as holding the responsibility for implementing this measure. Other suggestions common across the regions was for the municipalities (recreation departments) to partner with the schools in making facilities accessible for sporting and other recreational events. (One participant even suggested moving the budget allocated to municipalities for recreation to the schools to ensure maximum usage of the dollars).

Better Use of the Outdoors

Another theme emerging from the sessions is that the outdoors environment, coupled with our generally temperate climate, offers Nova Scotians the best facility for physically active living. We were told that the province (NSSRC) needs to promote our trails and walkways and the many activities that can be accommodated by the outdoors: camping, swimming, paddling, rowing, biking, running, walking, skiing...the list goes on. The facility is free, for the most part accessible, and is available to family, peer group or individual enjoyment.

Focus on the Family

A third theme emerging across the groups was the need to engage families in fun recreational activity. Suggestions included Recreation Departments taking on responsibility for hosting family-fun events on a regular basis (weekly, monthly, seasonal) to community groups hosting skating parties or running groups right down to the local neighbourhood organizing street or block activities (street hockey, walking groups, dances). Tobogganing parties figured large in recommended family activities (one participant noted that a winter with plenty of snow made a big difference to the levels of physical activity in her community). This family theme coupled with community involvement was seen as critical to allaying parental concerns around safety of children playing outdoors.

Opportunities for Youth Cut From Teams

A fourth theme across regions and groups spoke to need to find ways to keep children and youth who are "cut" from teams, from dropping out of sports. One suggestion was to find alternative opportunities for these youth; for example moving them into intra-murals with an emphasis on fun and participation. A clear message was given however that to make this move, an attitude shift will also be needed that intra-murals are 'just as valued' as the sports teams. Coaches, Municipal Recreation, and Sports NS, were seen as key to implementing this action. It was also noted that in many cases "no cut" policies are limited by lack of coaching staff or facilities for additional teams.

Rescheduling the School Buses

One of the main barriers raised in the discussions on the Opportunities For All goal, centered on the problems of transportation in the rural areas of the province. For many rural areas there are limited recreational indoor facilities outside of the school. If children and youth are to be able to access facilities after school and on weekends, then transportation strategies have to be addressed to enable this activity. One strategy repeatedly raised across the regions is for School Boards, School Advisory Councils and the Department of Education to come up with a busing arrangement that provides late buses for children involved in after-school physical activities. In the South Shore Region a strong recommendation was made for extending the school day to 5:00 pm, including two hours of recreational activities after classes end at 3:00. Buses would then leave at 5:00. Elite teams would use school sports facilities after 5:00 pm.

A number of respondents from the Valley Region also suggested working with School boards and School Advisory Boards to come up bussing schedules that drop children off at points a 15 minute walk from school and home. Although this strategy may not work in all communities, it was felt that by working

cooperatively, School Advisory Committees and other interested community members might be able to map out safe walking routes within many communities. Other suggestions from a number of the regions included looking at the "walking school bus" model as a means for encouraging more walking before and after school.

Many participants noted that bussing was a difficult issue and bound up with concerns about safety. One school bard representative in the Central Region noted that this issue generally sparked more parental reaction than almost any other matter.

Subsidize User Fees
The high cost of user fees and sports equipment was another barrier raised in discussion around this goal. A number of the groups felt that municipalities and the provincial government (Community Services) should subsidize fees; a further suggestion was that sport associations and community groups could arrange for equipment swaps/libraries. One participant, however, suggested that some research could be done on the relationship between fees and participation. His experience was that free programs were often poorly attended, perhaps because of the perception that they could not be as good as programs charging a fee.

More Attention on the Special Needs Child
Many groups also noted that children with special needs should also be built into the strategy by ensuring that volunteers receive training on how to include these children in recreational activities and to build play areas that accommodate all children, including those with disabilities. One example given was the difficulty in maneuvering a wheelchair in a playground that uses pea gravel. There is a need for better legislation to ensure universal access.

2.3.3 Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Groups were almost unanimous in their suggestions on how to increase the physical activity levels among girls and young women. The four most common recommendations were:

Establishing Girls-only Physical Education Classes and Intra-murals in the Schools
Many respondents felt that girls-only physical activities were an especially important strategy to put in place during the junior high school years. These are the years when a young woman is the most self-conscious and at the highest risk of dropping out of physical activity because of issues around body image.

Promoting more Physically Active Role Models
A second recommendation was to replace the current physically unhealthy images found in the media with role models of healthy and physically active young women. Ideas ranged from getting the media involved in promotion of healthy images for girls and young women to bringing in physically active female role models to speak to groups of girls in the schools and community organizations.

Encouraging Inter-Generational Activity
Getting mothers (and other significant relatives or older friends) involved in inter-generational physical activity with their daughters was raised across the groups as another strategy for keeping young girls and women involved in physical activity. Arranging community volleyball games, triathlon events or rowing teams made up of female family/family friends were suggestions for fun activities.

Providing a Broader Range of Opportunities beyond the Traditional Competitive Sports
In the Highlands Region one woman reported on a highly successful weight and circuit-training course that she teaches at the local Y for girls aged 14. There is a long waiting list to get in, and girls who complete the course have the skills to keep working out at the gym with friends. The course also provides opportunities to talk about nutrition, smoking and other health issues.

The Department of Education, NSSRC, community sport organizations and municipal Recreation Departments were singled out for carrying the responsibility for these three actions.

2.3.4 Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Aim Strategies at Development of Younger Leadership
Most regions and groups agreed that there is a need to aim strategies at the development of younger leadership. Many groups noted that volunteerism within physical activity is on the decline; teachers are aging, energy levels are low and time is limited (many households are headed by either single parents or by two working parents).

Seek out Potential Youth Leaders and Train
The key recommendation is to seek out potential leaders within the school population and recreational and sport associations and provide them with training in leadership development. Training could be done as part of the

physical education and health curriculum or through modifications of existing leadership development modules (borrowing from the life guarding development program, Heartwood's leadership modules). The NS Sport and Recreation Commission and Sport NS were seen as providing a leading role in this area.

Mentor Physical Activity in School and After-school Activities

A related recommendation coming from many of the groups was to mentor physical activity in the school system and in after-school activities by having older youth assist with elementary youth. All students involved in volunteering would receive a school credit. The Department of Education an the individual physical education and health teachers would be involved in leading this initiative with support from the NSSRC , School Advisory Councils and local recreation bodies.

Partnerships with Post-Secondary Institutes

A third recommendation was for schools, community organizations and municipalities to establish partnerships with post-secondary institutes offering recreation/health and related studies. Students would provide the leadership as part of their curriculum. There would be a role here for the NSSRC, School Advisory Councils and the colleges/universities.

2.3.5 Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Establish Physical Activity as Top Agenda Priority Item Across Government
The main piece of advice for government drawn from the consultations is to establish physical activity for children and youth (as well as for families) as a top priority item across government. Recommendations for ways to translate this commitment into reality include, among others:

- *Re-instating physical activity in the schools' daily curriculum*
- *Filtering decisions with one eye on the impact of physical activity.* For example, all new sub-division construction should include sidewalk construction to encourage safe walking to school, walking or biking to friend's homes, walking the dog. Other examples would mean addressing walking and cycling requirements in all transportation plans, and a shift from regional planning that encourages car-dependency.
- *Re-visiting the school bussing policies* with an eye to establishing late buses after school; as well as drop-off points 15 minutes before school and home
- *Making school facilities accessible* to communities after regular school hours
- *Reviewing municipal by-laws* and actively working to encourage today's popular and non-competitive activities (roller-blading, skateboarding, stunt biking and road hockey)
- *Finding ways to diminish the impact that liability concerns* and insurance requirements have on recreational activity
- *Working across governments and government departments* to meet physical activity objectives
- *Better promotion of our trails and walkways*
- *Re-establishing a province-wide community schools program* in partnership with the municipalities and community groups
- *Using tobacco taxes to support more physical activity in the schools*

- *Encouraging the development of a youth-led volunteer corps*

- *Developing community-led strategies to respond to the recreation needs of young people.* It was frequently pointed out that young people in small towns and rural areas have very little to do, and that communities must come together to address this.

2.3.6 Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Building Research Facts into Promotional Campaign

While no single theme emerged across the groups regarding the research goal, a number of groups felt it would be important to make what research is known about physical activity and youth, readily available to the public. In this way, the research goal moves over to the Education goal under the promotional campaign action.

Share Success Stories

A second suggestion raised in a number of the groups was to find mechanisms for identifying and sharing success stories or best practices regarding physical activity between communities. The NS Sport and Recreation Commission was seen as carrying the lead responsibility for this recommendation.

Specific issues

Some specific research requirements were suggested: for example, why girls are dropping out of physical activity, what messages get through to youth (anti-smoking campaigns were cited as an unsuccessful example), and hard data to make the case for investing in physical activity as a way to reduce health care costs.

3.0 Summary of Regional Findings

The following chapter summarizes the key actions or ideas raised in each of the six regions for implementing each of the six goals. The findings of each session (*public, elected/appointed/stakeholder*) are collapsed and summarized by region and by goal. Details on each session's specific actions by goal and by responsibility, as well as comments on barriers and opportunities can be found in the appendices at the end of the report (Appendix 3.1 - 3.6). The appendix also contains a set of notes taken at each of the sessions to supplement the tables.

This chapter also includes a summary of the feedback received from the three provincial sessions; as well as a summary of written responses to the Vision and goals received by mail, fax and e-mail. A more detailed set of findings can be found in the Appendices (Appendix 3.7 - 3.8).

3.1 Cape Breton Region

A total of 28 participants took part in the three sessions held in the Cape Breton Region. No participants appeared for the fourth session (public). Participant feedback is summarized below. Detailed feedback by session can be found in Appendix 3.1.

3.1.1 Education Goal

Feedback from the Cape Breton sessions suggests that involving the community in fun-filled activities, with the family at the centre, is a sound strategy for motivating families to become physical active.

- Bring the community together to engage in physical activities (road hockey, hoops, tobogganing, skating, dances) (*Families, communities, Municipalities)*
- Ensure the focus is on family events - activities all ages can do together. Hold family physical activity days to promote the use of trails and other physical activity venues. (*Municipal Recreation)*
- Move away from the focusing only on competitive sports to an increased emphasis on recreational non-competitive sport (*Schools and Recreational Departments*)

In order to educate/motivate the low-income non-active parent, the idea was put forward of developing a mentorship program (*Community Services, Recreation Departments*).

3.1.2 Opportunities For All Goal

The Cape Breton sessions also placed an emphasis on ensuring the most marginalized (economically and children with special needs) are included in the physical activity strategy. The Cape Breton sessions also emphasized putting more focus on encouraging a greater emphasis on unstructured activities and making better use of all available facilities and equipment.

- Encourage organizations to make equipment available to all (*Community organizations)*
- Prioritize recreation programming/equipment in areas of low income (*Housing Associations)*
- Build physical activity into existing Family Resource Centres *(Health Canada, Community Services*)
- Allow children with special needs to participate in activities by putting mentorship programs in place (*parents, linkages with colleges*)
- Use all the available spaces (empty parking lots, church halls, tennis courts) (*municipalities, recreation departments, community groups*)

The feedback also suggested that family is key to this goal as well as suggesting that inter-generational activities (volleyball, dances, triathlons) be encouraged *(Parents, grandparents, communities*).

3.1.3 Girls and Young Women Goal

Feedback on the girls and young women goal suggests that there should be less emphasis on competitive sport for girls and more emphasis on attracting girls to the non-competitive activities (*schools, municipal recreation, community agencies*). The fact that these non-competitive activities are also lifetime activities was also felt important to build into the message to girls(*NSSRC*).

The message was also given to "stop the attitude that kids who do intra-murals aren't good enough for the 'real' team." (*School and all sports organizations*).

A further suggestion is to provide leadership development for young women involved in physical activity so they can serve as role models to younger girls. Getting the message out that being physically fit is 'cooler' than dieting is also seen as necessary to achieve this goal (*Dept of Health*).

3.1.4 Leadership Goal

Suggestions for developing leadership capacity raised in the Cape Breton sessions include:

- Giving credits to students for sport and recreation leadership in school, college and university (*Dept of Education, NSCC, universities*)
- Ensuring leadership training is based on the needs of the youth as identified by youth (*youth organizations*)
- Engaging retired athletes to speak to groups of children and youth to relate stories about the impact of physical activity on their lives (*NSSRC, local Halls of Fame).*

3.1.5 Government and Community Commitment Goal

Groups spoke to the importance of government commitment to the Vision and suggested a number of specific actions government could take - in partnership or in alone - that would make an immediate impact of the level of fitness of our children and youth. One comment that was echoed across the groups and the regions, was the recognition by all provincial government departments (*Education, Health, Sport and Recreation, Justice, Community Services, Transportation, Service Nova Scotia and Municipal Relations*) of the value that daily physical actvitiy plays in the lives of children.

A number of the recommendations around this goal speak to the role the school system can play in achieving the overall Vision:

- Bringing daily physical activity across the school system (*Dept of Education*)
- Reinstating a physical education consultant within the Dept of Education
- Borrowing from Massachusetts: encouraging physical activity through the school day, discouraging junk foods in the cafeteria and in the school vending machines.
- Lobbying politicians to reinstating recreation programs (in the schools) to their former level (*community*)

The Cape Breton sessions, as did many of the other sessions, also raised the need for government to address the issue of liability insurance which has served to cripple many municipal, community-based and school-related recreational programs.

3.1.6 Research Goal

The emphasis of the discussions on research in the Cape Breton sessions was more on getting the message out about the levels of inactivity and the impact on

our children's health than on carrying out more research *(Gov't, Medical Society, Community, NSSRC)*.

A second emphasis was on assisting the smaller communities to undertake an assets mapping exercise of their capacity for physical activity (infrastructure, programming, volunteer base...) *(NSSRC, Sport NS)*.

3.2 Central Region

Sixty-two participants took part in the four sessions held in the Central Region. Their recommendations to the Working Group are summarized below. Detailed feedback can be found in Appendix 3.2.

3.2.1 Education Goal

The three top messages from the Central Region on ways to educate and motivate parents, children and youth include:

- Developing a compulsory Physical Education policy across the school system and pay for it in part through tax dollars collected through the anti-tobacco strategy)
- Educating parents (and all who work with children) on the importance of physical activity (and the role that healthy eating plays as well)
- Promoting the physical activity opportunities that are available within each community and providing additional ideas on ways that parents can build physical activity into their family life

Responsibility for these activities is seen as falling primarily to the Departments of Health, Education and the NS Sport and Recreation Commission.

Revamping the school cafeteria menu to encourage healthy eating was also felt an important strategy for girls and boys alike (School Advisory Councils).

3.2.2 Opportunities For All Goal

Suggested actions for ensuring all children and youth have access to physical activity opportunities range from municipal subsidization of recreation fees, to daily Physical Education classes in the schools, to building the importance of physical activity into pre-natal classes (*Dept of Health*) to a greater emphasis on family-friendly recreational programming (*municipalities*) and access to school facilities after-school hours (afternoons, evenings and weekends).

As was heard in the Cape Breton sessions, the family was suggested for the focus of recreational programming with an emphasis on the non-structured and affordable opportunities.

3.2.3 Girls and Young Women Goal

The Central Region, like other regions, felt that developing strategies to keep girls involved in physical activity in their Junior High/Middle School years is key to maintaining a lifelong commitment to physical activity. Some actions suggested by the Central Region to engage girls in physical activity include:

- Arranging for separate-sex physical education classes and intra-murals
- Developing 'trendy' recreational programming that parallels girls' interests
- Encouraging mothers to serve as role models by being physically active themselves and/or acting as coaches and volunteers

3.2.4 Leadership Goal

Actions suggested to encourage the leadership goal include:

- Providing free leadership (and coaching) training (*NSSRC, Dept of Education*)
- Developing leadership skills in youth (*Dept of Education, Sport NS*)
- Acknowledging and celebrating existing leaders
- Linking sports organizations and athletes to the schools to talk about the value of physical activity

3.2.5 Government and Community Commitment Goal

Specific actions recommended though the Central Region to demonstrate Government and Community Commitment to physical activity include:

- Legislating quality daily physical education in the schools (*Dept of Education*)
- Better promotion of our trails and development of a safe cycling and walking system (*NSSRC*)
- Enabling community access to school facilities after hours (*Dept of Education*)
- Development of a province-wide volunteer coaching program within community recreation associations and sporting associations
- Developing a strong lobby group to put physical activity into the lives of Nova Scotians (*community*)

3.2.6 Research Goal

Feedback on the research goal suggests that the Working Group should focus on what works in other jurisdictions (including our own) to increase physical activity levels, and sharing the results with community and government. "Replicate success stories."

3.3 Fundy Region

Thirty-two participants took part in the four sessions held in the Fundy Region. Their recommendations to the Working Group are summarized below. Detailed feedback can be found in Appendix 3.3.

3.3.1 Education Goal

The Fundy Region sees key roles for the media, the Departments of Health, Education and the NS Sport and Recreation Commission in realizing the Education goal. Suggested actions range from 'educating' the media on the merits of promoting physical activity (rather than focusing solely on elite athletes) to educating parents on the benefits of active living for themselves and their children (including building education into pre-natal classes).

Mandatory physical education was also suggested as a key action for educating youth in the value of physical activity as well as arranging for school facilities to be available for community recreational activities outside of school hours.

3.3.2 Opportunities For All Goal

Developing transportation policies to increase the ability of youth to access facilities (allowing the school buses to run later in the day to enable after-school activities), providing training for coaches and others working with youth on how to integrate children with special needs (*NSSRC*), encouraging family events such as tobogganing, skating, swimming (*community groups, municipalities*), and putting more resources into trail systems (*local business, special interest groups, municipalities*), building more green space into new development (*municipal planners*) were all suggestions on how to realize the Opportunities For All goal.

Networking and collaboration among all partners - government, sport organizations and the community - was seen as key to this goal as well as a better utilization of existing resources.

Re-evaluating the role of physical education on the schools was also raised as a key strategy to consider.

3.3.3 Girls and Young Women Goal

Ideas for increasing the activity levels among girls and young women suggested in the Fundy sessions include:

- Teaching skills to girls at a young age to build a base of self-esteem (*parents and pre-school educators*)
- Holding separate physical education classes for girls and boys at the Junior High level (*School principals and physical education teachers*)
- Encouraging mother-daughter activities (volleyball, rowing, weightlifting) (*community agencies, recreation departments*)
- Providing more female role models as coaches (*sport organizations*)

3.3.4 Leadership Goal

Ideas to advance the Leadership goal coming from the Fundy Region included:

- Linking with existing college/university recreational programming to build students practicum into lunch hour and after-school activities (*NSSRC, School Advisory Councils, NSCC, universities*)
- Developing peer leadership programs to enable older youth to assist elementary children during lunch hours and after-school (*School Advisory Councils, municipalities, students*)

3.3.5 Government and Community Commitment Goal

Enhanced cooperation between government departments and between levels of government is seen as essential by the Fundy Region to advance the physical activity strategy. This will include a willingness of the part of government departments to examine their own policies to change those that presently serve to discourage physical activity. Top among these are policies around liability insurance.

Other specific suggestions include removing the GST from the purchase of recreational items (such as bicycles) and increasing community access to school facilities after hours.

3.3.6 Research Goal

The specific suggestions coming from the Fundy Region regarding research-related actions focus primarily on making the public and government aware of the facts concerning physical activity among children and youth.

- Share the information gathered through this study 'with the world and the village'
- Communicate what it takes to be physically active
- Create an attitude adjustment among all who work with children

A second idea discussed in one session is to implement a working model of best practices around physical activity and children and youth (*Truro Boys and Girls Club*) and sharing the model with other communities (Truro Boys and Girls Club and NSSRC).

3.4 Highlands Region

The Highlands Region received feedback from 53 individuals in its four session. Detailed feedback from these sessions can be found in Appendix 3.4. A summary of the findings follows.

3.4.1 Education Goal

The Highlands Region provided a range of ideas on strategies for educating parents, children and youth to increase their levels of physical activity. These include:

- Building the importance of physical activity into existing parenting programming (*Health Canada, Dept of Health for pre-natal, Community Services*)
- Providing parents with ideas on how to help their children be more physically active (*School Advisory Committees, NSSRC*)
- Building mandatory physical education across the school system (*Dept of Education*)

- Encouraging more family activities with parents as role models (*municipality, community groups, local media*)
- Placing the emphasis back on unstructured play (*Society in general*)

3.4.2 Opportunities For All Goal

Suggestions to ensure that opportunities are made available to all youth and children include:

- Focusing on the outdoors (camping, paddling, rowing, biking, walks, cross-country runs, basketball, biking, volleyball...)
- Making better use of existing facilities (inventory and use)
- Placing less emphasis on competitive activities, more on recreation activities and family activities
- Developing transportation strategies to enable youth and children to access facilities
- Subsidizing equipment
- Encouraging family-friendly activities

Responsibility for these actions lies with municipalities, families, community groups, the school system, and local business groups.

3.4.3 Girls and Young Women Goal

Strategies to increase the physical activity levels of girls and young women include:

- Engaging young women to become leaders and role models and increase access to role models for girls (*all levels of government, recreation directors and parents*)
- Developing recreational non-competitive programming specifically for girls (that matches their interests) (*schools and community centres*)
- All participants get equal time (no one sits on the bench) (*coaches, physical education teachers*)
- Promoting more mother-daughter activities
- Encourage media to promote physical activity as an attractive quality
- Make coaching courses more friendly to women

3.4.4 Leadership Goal

Ideas emerging from the Highlands Region to develop leadership capacity in physical activity focused largely on ways youth can be developed:

- Develop leadership/mentoring programming for youth (older youth helping with younger youth and children for recreation activities) (*teachers*)
- Develop intra-murals using student leadership (*physical education teachers*)
- Provide funding for training of volunteers, coaches (*provincial and municipal gov't*)
- Approach university students to act as volunteers

3.4.5 Government and Community Commitment Goal

The Highlands Region placed a large emphasis on actions the Department of Education can take on increasing physical activity levels including:

- Building physical education into the classroom on a daily basis
- Renegotiating contracts with teachers to include supervision of after-school programs
- Re-establishing a community schools program in cooperation with the municipality.

Suggestions for the community include developing equipment swap programs and fundraising to ensure access to recreation for all.

3.4.6 Research Goal

Specific suggestions for research topics include the reasons why young people (both sexes) drop out of recreational activity, the results of separating girls from boys in physical education classes, detailed information on the savings in health care as a result of physical activity, and evaluating programs that appear to work (and communicating the results).

Post-secondary institutions, NSSRC and Recreation Nova Scotia were seen as major players for implementing the research activities.

3.5 South Shore Region

A total of 50 people took part in the sessions in the South Shore Region. Detailed findings from these sessions can be found in Appendix 3.5. A summary of the main points is provided below.

3.5.1 Education Goal

The following actions were felt to be appropriate ways to educate and motivate children, youth and their families to be more physically active:

- Placing a greater emphasis on Physical Education within the school system
- Making school facilities more accessible to the community
- Launching a promotional campaign on the benefits of physical activity (*Health Canada, province*)
- Educating parents and community on the range of physical activity options (*NSSRC*))
- Involving businesses in supporting community recreational programming

3.5.2 Opportunities For All Goal

Ideas to ensure Opportunities For All were varied. A sample includes:

- Changing the school busing policy so children can stay after school for recreational activities (*Dept of Education*)
- Making better use of existing community facilities including schools (*municipalities, community groups and school boards*)
- Subsidizing recreation fees and/or remove altogether (*municipalities, sport groups, Community Services*)
- Providing support for development of volunteer leadership (*Coaching Assoc of Canada, schools, School Advisory Councils, recreation depts.*)
- Building activity into everyday life (housework, mowing lawns) (*parents*)
- Making playgrounds accessible to physically disabled children (*municipalities*)
- Placing more emphasis on family-friendly activities (*community groups, municipalities*)

3.5.3 Girls and Young Women Goal

Actions recommended to increase the involvement of girls and young women in physical activity include:

- Promoting mother and daughter activities (*all appropriate groups*)
- Have girls referee sports, female physical education teachers,
- Encourage a critical analysis of media reporting (*Dept of Education*)
- More girl-only programs (*all appropriate groups*)
- Developing recreational programming based on what girls want (*all appropriate groups*)

3.5.4 Leadership Goal

Ideas raised across the South Shore Region to promote the development of leadership capacity include:

- Providing youth with leadership training in school system (build leadership component in *physical education and health education*)
- Building in credits school credits for youth leadership (PAL/CALM)
- Establishing mentoring programs within the schools and communities (*youth agencies*)
- Linking youth with older volunteers for training (*Dept of Education and the relevant organizations*)
- Providing tax deductions (or no cost) to volunteers and for volunteer training (*Province*)

3.5.5 Government and Community Commitment Goal

Some specific actions that the South Shore Region recommends government and community take include:

- Revisiting activities of all government departments to ensure new models for supporting physical activity are developed and supported
- Making school facilities available after school, in the evening and on week-ends
- Using tobacco funding to target dollars to active lifestyles
- Placing emphasis on free play (unstructured)
- Maximizing use of natural environment

3.5.6 Research Goal

The South Shore recommendations stress the practical side of research with an emphasis on 'making a case' for physical activity:

- Make the financial case for investment in physical activity programming
- Make correlations for the advantages and disadvantages of physical activity

3.6 Valley Region

A total of 56 participants took part in the four sessions held in the Valley Region. Their suggestions for ways to achieve each of the six goals are summarized below. Detailed feedback by group can be found in Appendix 3.6.

3.6.1 Education Goal

The three main actions under the Education goal that emerged from the four Valley sessions are:

- Making daily Physical Education a mandatory component of the school curriculum (*Dept of Education*)
- Focusing on family physical activities so that parents (and older siblings) serve as role models to the younger children (*parents and local groups, recreation departments, schools*)
- Using the media and advertisements to promote the health benefits of physical activity. (*NSSRC, District Health Authorities*)

The Valley sessions spoke to the importance of involving children and youth in household responsibilities such as lawn work and indoor housework.

They also raised the need to make any advertisements for physical activity "as dramatic as that developed for the anti-smoking/anti-drug-taking" campaigns.

3.6.2 Opportunities for All Goal

Similar actions emerged under the Opportunities For All goal:

- Placing an emphasis on physical activities that the whole family can engage in (with an emphasis on the outdoors - walking, biking and ski trails) and that do not require high user fees (*community groups, families, schools, municipalities, Sports NS*)
- Making daily Physical Education a mandatory component of the school curriculum (because the school is the one place where all children can be provided with access to physical activity) (*Dept of Education*)

Other actions recommended throughout the Valley region include:

- Community sponsorship of low income children (through equipment lending libraries, equipment swaps, enrollment subsidies) (*community associations, minor sports groups, NSSRC*)
- Building physical activity into all after-school care programs (*relevant after-school care*)

3.6.3 Girls and Young Women Goal

The key actions recommended in the Valley sessions to increase activity by girls and young women include:

- Encouraging schools and organizations to establish more girls-only physical activities (*recreation departments, sport organizations and the schools*)
- Campaigns to help young women develop self-esteem for being healthy, real people (*media, community groups, health groups, sport organizations*)
- Involving parents (mothers in particular) in activities with their daughters. (Role modeling physical activity by parents was seen as key to encouraging girls to value physical activity) (*recreation depts., schools and municipalities*)

Other suggestions emerging from the Valley sessions include:

- Scheduling of the fine arts, music and sports programs by the school administration so that girls do not have to choose between them (*individual schools*)
- Putting in place a 'no cut' policy for school sports teams (*individual schools*)
- Making more time available at sports facilities for girls' activities (ice time for ringette, girls' hockey, ice dancing, kick-boxing) (*municipalities*)
- Creating an atmosphere that is conducive to building girls' self-esteem (replacing non-supportive coaches and physical education teachers) (*schools, community organizations*)

- Designate female coaches for female sport (*Dept of Education and sport associations*)

3.6.4 Leadership Goal

The Valley's recommendations on the leadership goal include:

- Building the peer education model into the physical education curriculum within the schools
- Encouraging peer mentoring by having older youth assist with children's recreational activities after-school (*schools, minor sports, recreation departments, private sector*)
-

An additional action coming from the Valley sees building a youth voice into the Community Health Boards.

3.6.5 Government and Community Commitment Goal

The Valley Region's suggestions for implementing the Government and Community Commitment goal include:

- Increasing the linkages among government departments, especially Health, Recreation and Education, to ensure the physical activity agenda is worked on collectively
- Placing more resources on the non-competitive activities such as trail development, outdoor basketball (because they appeal to a larger population) as well as the non-traditional activities (skate boarding, stunt biking) (*all levels of government*)
- More commitment to green spaces and connecting walking paths to roadways (*all levels of government including Transportation Dept*)
- Promoting the message that dollars spent on physical activity mean dollars saved in health care (*Health organizations, PACY*)
- Building the private sector into spreading the physical activity message (*local sporting businesses*)
- Recognition of existing volunteers, community groups (*government and community groups*)

This region also raised the issue of liability as a challenge to many physical activity opportunities and suggested that government look to ways to subsidize the liability insurance facing many organizations.

3.6.6 Research Goal

Ideas emerging from the Valley on research activities include:

- Creating and communicating "in your face" messages on what a sedentary lifestyle can mean (*NSSRC and other provincial departments*)
- Involving youth in communicating the results of physical activity research to other youth (Student Councils, peer mentor groups
- Research on ways to involve the most marginalized, poor and least active of children (*government*)
- More publication of relevant research (*media*)

3.7 Provincial Organizations

Responses for the three groups of Provincial Organizations taking part in the consultation (Health, Sport and Recreation and Youth) have been analyzed jointly with common themes identified by goal below. A set of recommendations for realizing the Girls and Young Women goal was also obtained from a number of practitioners attending a recent Teachers Association for Physical and Health Education conference. Their suggestions have been built into the appropriate section below. Details on the specific recommendations by group are contained in Appendix 3.7.

3.7.1 Education Goal

One action recommended by all three provincial groups is the development of a media campaign to promote the fun as well as the benefits of being physical active (*NSSRC, Departments of Health, and Education, business*).

Other actions proposed by two of the three groups include:

- Increasing physical activity opportunities within the schools (*Dept of Education*)
- Making information available to parents (and daycare operators) on a range of physical activity opportunities (*Municipal recreation depts., NSSRC, Dept of Health*)

3.7.2 Opportunities For All Goal

All provincial groups recommend making school facilities and equipment accessible to the community after regular school hours (*School Boards, Dept of Education*).

Other ideas included building "exploratories" into all schools, findings ways to subsidize fees for children unable to pay; making physical education mandatory across the school system; building outdoor activities into the school phvsical activity programs; and encouraging municipal by-laws to be more inclusive of the current activities preferred by youth (blading, skateboarding, stunt biking, road hockey).

3.7.3 Girls and Young Women Goal

Feedback from the three provincial organizations on this goal was supplemented with feedback received from the Teachers Association for Physical and Health Education. Their joint recommendations for increasing physical activity levels among girls and young women mirror those received across the regions:

- Providing girls-only intra-murals and physical education classes especially in junior high
- Developing activities both inside and outside the school system based on girls' interests (*schools and community female leaders*)
- Providing opportunities for girls to assume leadership roles in physical activity and sport (*Dept of Education*)
- Bringing in physically active female role models to speak to groups of girls (within the schools and community organizations)

3.7.4 Leadership Goal

Ideas put forward by the three provincial organizations varied across the groups with the following themes emerging:

- Educate youth leadership trainers already active with youth development on how to build physical activity into their lifestyles (draw upon existing model developed through HeartWood, Sharing Strengths, life-guarding program)
- Increase access and encouragement for youth to pursue leadership opportunities (*youth organizations, sports bodies, school system*)
- Link with health charities and organizations as well as volunteers associated with health promotion to raise their capacity to work effectively on physical activity (*health agencies/charities, NSSRC*)

3.7.5 Government and Community Commitment Goal

Themes that emerged from the provincial organizations' recommendations to increase Government and Community Commitment include:

- Lobbying government to return physical education within the schools to its former levels (*community and all sport/recreation groups*)
- Building a youth voice into municipal councils (*NS Federation of Municipalities, community*)
- Encouraging municipal governments to include green spaces (play areas, walking and biking trails) and unstructured spaces (for alternate sports such

as skateboarding, stunt biking) into their planning (*community groups and individuals*)
- Encouraging (and recognizing) community involvement in supporting/volunteering in recreation opportunities (*community, business sector*)

3.7.6 Research Goal

Research recommendations include:

- Developing a community-based and school-based report card on physical activity opportunities and participation rates (*NSSRC, Community Health Boards, recreation departments*)
- Identifying high-risk populations of children and youth (including the disabled) and targeting interventions (*organizations that serve the disabled, inter-governmental gov't committees - CAYAC*)
- Sharing best practices between communities (through conferences and using the NSSRC web-site)

3.8 Workbook and Other Written Feedback

Responses received from individuals completing the Work Book or sending in letters are summarized below. Detailed findings can be found in Appendix 3.8.

3.8.1 Education Goal

Feedback from the Workbook and other written respondents was almost unanimous in recommending daily physical education across the school system as a lead strategy in motivating children and youth to becoming more physically active. The second most common recommendation was using the media to raise individual awareness on the benefits of physical activity.

3.8.2 Opportunities For All Goal

Daily physical education in the schools and making school facilities accessible to the community after regular school hours were the most common recommendations on how to provide Opportunities For All.

Other ideas included more emphasis on outdoor activities (tobogganing in particular), making public transit available especially in rural areas, subsidizing children from low-income families, and placing the emphasis on recreation and participation (rather than only on competition).

3.8.3 Girls and Young Women Goal

Suggestions for increasing physical activity levels among girls and young women included a range of ideas:

- Having young women identify the types of activities that attract them (*schools and physical education teachers*);
- Encouraging inclusive rather than competitive sports (*NSSRC, Departments of Education and Health*);
- Promoting active role models who girls can relate to (*female athletes, coaches and other active women and girls*)
- Linking involvement in physical activity to good health practices (*society*).

3.8.4 Leadership Goal

Increasing peer led opportunities from older to younger within school and within organized sports groups and encouraging the development and training of leadership at an early age were the main recommendations for achieving the Leadership goal.

Responsibility for these actions is seen as shared between parents, schools, NSSRC, Dept of Education, Community Health Boards, coaches and recreation/sports groups.

3.8.5 Government and Community Commitment Goal

Suggestions received through the Work Books and other written responses regarding this goal include:

- Mandating daily physical education within the school system (*Dept of Education*)

- Building sidewalks in rural Nova Scotia and within all new sub-divisions (Municipalities, Dept of Transportation and planners));
- Re-examining the school bussing policy (*Dept of Education*)
- Ensuring government makes the connection between physical activity and health savings and starts working together (all levels) to find ways to increase physical activity levels in our children (*health agencies and physicians, provincial and local government*).

3.8.6 Research Goal

Suggestions for research varied greatly among the respondents, from more research on how to involve girls and young women in physical activity, to research on the type and amount of physical activity require for youth with disabilities, to linking with universities involved with the research and providing them with participants who can benefit from the research.

Responsibility for these research activities should rest with universities, health agencies/organizations, organizations that speak on behalf of persons with disabilities and government.

4.0 Priority Rating of Goals

To assist the PACY Working Group in determining where best to place their resources, respondents were asked to rate the relative importance of the six goals. The rating categories were *high, medium* or *low*.

Charts identifying percentage breakdowns of the ratings by region, provincial organization and Work Book and can be found in Appendices 4.1 - 4.8.

4.1 Summary Analysis

There was a high degree of consistency in the rating of the goals by respondents across the regions and groups.

The three goals that consistently received a high rating by well over the majority of respondents (between 70% and 100% of respondents per group) were Education, Opportunities For All and Government and Community Commitment.

The goal that consistently received the lowest rating across groups was Research.

The Girls and Young Women goal, as well as the Leadership goal, received a more mixed response with ratings in most groups divided between a high and a medium rating.

This analysis should be viewed with some caution, however, as many participants expressed difficulty with this task. They noted that all six goals were of value, needed to be built into the physical activity strategy, and were inter-related.

Appendices 3.1 - 3.8

Regional and Other Data Sheets

Cape Breton Region

Stakeholders

15 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Dedicated family days (cost free) to promote the use of trails and parks	Municipal Recreation	A barrier could be lack of transportation
• Mentorship program to encourage participation of low-come non active parents in recreational programming	Recreation Dept; Community Services	
• Give credit to students for sports and recreation leadership in school, college and university	Dept of Education, NSCC and all universities	
• Support recreational, non-competitive levels of all sports in school and in the community	Schools and Recreation Depts	
• Educate parents and peers on how to support special needs children in programs with their children	Teachers to promote understanding; leaders and coaches to inform other parents	
• Back up educational goals, courses re Pal/CALM with funding and resources	Dept. of Education	Pal is a grade 11 course known as physical activity leadership
• Include in all parenting programs the benefits of physical activity for very young children	Community Services and the Family Resource Centres; Health Canada	Build into the Growing Together Program
• Hold community events that feature physical activity (Halloween walks, bird walks, nature tours)	Families and communities, Recreation (Municipal)	This activity could lead to the creation of a community infrastructure
• Hold family dances and other events	Community, families, Recreation Dept, Municipalities	An example are the Family Square dances in Mabou

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Fund repairs/maintenance/upgrades for existing recreational equipment	Build into Dept. of Education's funding for school playgrounds; build into Recreation Dept's budget at Municipal level	
• Increase physical activity during school day – longer recess; bus students dropped off 15 minutes walk from school or home; take 'junk' foods out of school; increase PhysEd classes	School boards; Dept. of Education; Unions	Might expect backlash from labour and parents
• Encourage sponsoring organizations to supply/lend equipment to participants	Community organizations fundraise shared resources for some sports.	
• Collaboration with partners to develop physical activities. E.g slide shows to show communities what happens to children if they aren't active; sell the message	Community agencies, businesses, service clubs; Sport and recreation Commission; private business (Tim Hortons, NS Power, Sobeys)	
• Expand funding for participation in activities (other than just organized sports) for low income families	Kidsport (change criteria); Community Services	Recognize recreation as a special need
• Provide structured activities in the summer in every community	Non-profit organizations supported by reliable seasonal funding (Family Resource Centres, Parish Councils)	
• Lobby for green space for children; 'light' it and make it inviting; walking tracks, biking trails, playground areas, accessibility to school playgrounds.	Lobby Municipalities; get Depts of Health and Education involved	For municipalities this may be a tax issue
• Get parents and teenagers (to promote leadership) to join together to advocate for recreation programming and facilities	Parents and families	The liability issue was raised as challenge to recreational programming
• Reward/pay coaches to keep programs going and encourage their involvement	Recreation departs; Sports Nova Scotia; nominal parental fee (voluntary)	
• Prioritize recreation/programs equipment in areas of low income neighbourhoods	Relevant Housing Associations	
• Attach physical activity/recreation programs to existing Family Resource Centres	Family Resource Centres (Community Services,	

	Health Canada)	
• Engage 'bridge people' in implementing this strategy at the local level – these are people who know who to call to make things happen.	Community leaders	
• Allow mentorship/accompaniment of children with behaviour problems to enable them to participate in mainstream activities. Use youth.	Student placement from NSCC; parents/siblings of children with special needs	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Increase number of non-competitive sports/activity options ("B" teams)	School boards, Municipal Recreation, Community agencies (YMCA), facilities	A challenge is that the marketing of sports and recreation has been competitively based. An opportunity is that there is more population to choose from for the non-competitive model.
• Support development of leadership skills among women to serve as role models to younger girls.	Government, schools, community-based groups, service clubs (rotary club, YMCA, church groups)	
• When try-outs for competitive teams occur, focus on those who don't make the cut and offer other opportunities (eg skill development, non-competitive recreation	Schools and coaches	
• Get young girls involved in fun activities	Schools	
• Encourage female role models	Community	
• Emphasize physical activity over dieting; set up a Wellness Centre at the school	Department of Health	
• Emphasize lifetime activities, not just sports	Sport and Recreation Commission	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Find leaders in our communities who are retired athletes or active celebrities, to speak to children in school relating stories about the impact of activity on their lives. Adopt an athletes' speakers club for schools and even preschools.	NS Sport and Recreation in partnership with local Halls of Fame	
• Find out what youth need in their leaders. Base leadership training on interests of youth.	All those who work with youth	
• Give credits to students for their contribution to leadership.	Schools, colleges, universities	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Lobby gov't for more $ to support development of infrastructure (green space, bikeways, playgrounds,) and create opportunity for safe and enjoyable physical activity.	Community and Gov't	
• Develop a PR campaign... participaction, walk a block a day...to focus the vision on physical activity.	Media and all levels of gov't	
• Borrow from Massachusetts: encourage physical activity through the school day, discourage junk foods in the cafeteria and in the school vending machines.	School Board	
• Governments have to commit to providing areas to allow individuals and family to participate in activities	All levels of gov't and community groups	
• Reinstate a physical education consultant within Dept of Education	School Boards and Dept of Education	
• Lobby politicians to reinstate recreation programs to their former level	School Boards	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Establish a PR campaign that communicates the issues/facts about inactivity among Nova Scotian children similar to the Tobacco Strategy.	Gov't (Federal, Provincial and Municipal); the Medical Society and the Community	This will need a high profile...need appropriate spokespersons.
• Research the capacity of small communities (asset mapping) to establish a base of knowledge about the present status (infrastructure, programming, structured and non-structured, volunteer base...)	Community and gov't	
• Public release of information through media - press releases, school newsletters, infomercials	Sport and Recreation Commission, Sport Nova Scotia, famous athletes	
• Develop a sustainability plan for the Physical Activity Strategy to go beyond 2010.	Community and Government	

Cape Breton Region

Elected /Appointed

10 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Give this workshop to the parents to educate them to involve their children in some/any kind of physical activity at an early age.	NSSRC	
• Hold 'block parties' to bring communities together and play sports	Community groups	
• Inclusion of all family members, regardless of disability, in chosen physical activities. Development of any devices to allow the activities.		Transportation is often lacking to encourage physical activities...a real hazard to this goal.
• Recognition of levels of physical strength and skill – not everyone will be a star. Encouragement of development of skills for each child.	Parents, teachers and coaches	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Use and make accessible existing facilities such as school gyms, fire-halls, tennis courts, empty parking lots for unstructured activities	Parents, schools and community groups	
• Encourage inter-generational activities	Parents, grandparents and community groups	
• Establish triathlon activities - This worked in Port Hood and surrounding areas this summer. Training for the juniors (age 10 up) was done in an unstructured way. It wasn't just about winning the race; the kids got such a psychological boost and motivation to stay active in walking, biking, running and swimming	Physically active community members are great role models for junior and youth.	Opportunity: A great way to get family involvement – create a family team.
• Provide this workshop to parents of little children at the Family Resource Centres	Health Canada	

• Create a Canadian Activity Corps for all age and achievement levels	Federal, provincial and municipal gov'ts	
• Convince the municipality to change Recreation and Tourism back to Recreation only and have the director only responsible for directing recreation programming	Municipality and Provincial government	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Educate girls as to opportunities that exist for females such as scholarships at various universities for various sports	Sport organizations; the schools	
• Encourage groups like the Girl Guides and 4-H Clubs to place more emphasis on physical activity	Local leaders of groups	
• Introduce soccer and volleyball at the elementary level	School board	
• Develop day-trips around craft programs to take children into the outdoors	Leaders of children's programming (municipality, day-cares, YMCA)	
• Encourage a more positive and upbeat attitude around inter-murals...stop the attitude that kids who do inter-murals aren't good enough for the 'real' team	Schools and all sports organizations	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Encouragement of adults to volunteer their time in the community. For example, highlight successful projects set up by community leaders and provide good press.	Everybody	Getting volunteers is an ongoing problem.
• Upgrade the community's skills. Allow those with a low education to take courses as their skills progress and their qualifications increase.	Program owners and presenters; NSSRC	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Departments should encourage community involvement, and perhaps modify their dept's restrictions to make these projects possible.	All government departments	
• Physical education classes are considered 'frills' when educational cutbacks are in force. (A short-sighted approach)	Government dept's: Education, Health, Sport and Recreation and Justice.	The development of the Youth Health Centres in schools is an example of this cooperation
• Bring back DPA - daily physical exercise. 10 to 15 minutes of exercise hat can be done in the classroom.	Department of Education and the School Boards	
• National strategy which ensures there are physical activity programs across the country	Federal and provincial governments	
• Make Sport and Recreation directors more visible in the community and increase communication between directors and community groups	Government	
• Spend money on facilities and equipment	Gov't agencies cost-sharing with community groups including seniors groups	
• Encouragement of adults other than parents becoming part of the education of youth (getting seniors involved in educational, social activities of children).	Community groups	
• More cooperation between gov't departments to achieve a common goal. Federal-Provincial initiative to create "The Canadian Activity Core"	Federal-provincial governments	
• Increase flexibility between gov't depts and communities to allow for the construction of community resources to enhance physical activity for youth and their parents.		Some gov't rules are sensible; many more act as barriers to community efforts. Liability takes precedence over good ideas).
• Get rid of the liability issue so that physical activity projects are not discouraged	Federal and Provincial Governments	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Do a cost analysis of health care costs to various age groups.	NSSRC and health care professionals should partner on this research	Dollars in PA can be returned through reduced health care costs

Central Region

Public

19 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Put a PhysEd policy in place for all school boards	Boards and superintendents	
• PhysEd should be mandated, Primary to Grade 10 and taught by PhysEd specialists	School boards to put structure in place	
• Identify provincial PhysEd Programs as the primary vehicle for delivery of youth activity objectives. Develop PA policy within school board. Document policies. Implement curriculum to support policy	Dept Health Dept Education Superintendent of Schools School Board	
• Put PhysEd coordinators in place within school boards to provide leadership and insight within schools	School Board Superintendents	
• Increase the amount of time spent on PA in each PhysEd class	School Boards Dept Education PhysEd teachers	
• Increase the number of PhysEd classes offered in school eg increase from 50 minutes to 150 minutes per week	School Boards Dept Education PhysEd teachers	
• Earmarked tobacco tax dollars to be for school PhysEd programs	Dept Health Dept Education	
• Educate parents on importance of PA		
• Educate schools groups at grass roots level. Educate school boards		
• Educate people who work with children on the importance of active play		
• Provide safe open spaces		
• Educate key decision makes regarding the need for "another way" to look at activity		

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Athletes at provincial and national levels make themselves available for sport development activities and coaching clinics for kids in varying sports and within schools	Sporting associations Elite athletes Coaches Dept Education School Board	Building and promoting role models, creating a culture of activity
• Create a Health Promotion Foundation funded through a percentage of tobacco sales taxes to fund sports programs/organizations and other health messages	Health agencies NS tobacco Control Strategy Dept Health NS legislators	
• Reduced fees for PA/sports courses within HRM and sporting associations (sliding scale for fees and memberships)		
• Improve safety of playgrounds		
• Give schools additional resources (paid or volunteer) to support PhysEd programs, including extra-curricular activities	Province – legislated!	
• Use community facilities to provide recreation programs for children of all ages (recruit volunteers, parents)		
• Provide safe play spaces for youth, supervised play		
• Involve input from all children and parents from many areas, communities and schools		
• Ensure that there is value placed on activity from birth to any age. It doesn't stop at school age youth.		Play is critical for the early ages – fun active play

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Segregate PhysEd classes and make gym classes more fun and interesting for girls, eg ballet, yoga, dance etc	Dept Health Dept Education	
• More social group activities, influenced by trends	Schools	
• Separate boys and girls classes for PhysEd and intramurals – junior and senior high		Policy and decision makers must put structures in place, eg hire more PhysEd teachers, have females teach males
• Encourage "bad" dancing – music that turns into "good"		Reduce barriers to activity
• Find put the needs off girls before planning activities		Involve the girls in deciding what they want to do
• Need women role models in schools		
• Encourage and actively seek out girls to participate		
• PA lifestyles – use other ways, get out of "old school" types of activities		Think way beyond sports

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Encourage youth to become more involved in coaching by training with elders so there is a continuum	Sport Nova Scotia	
• Encourage leaders through recognition of need for PA, the will to do it and support structures. Begin by having regular PhysEd in schools	Government, to implement a better PhysEd curriculum	Elementary age children will become active as a way of life, filter through to parents
• Elite local athletes speak to elementary age children about their experiences.		Promote self confidence, talk about passions towards

		sports or any activity (music, art etc) and importance to children
• Support current initiatives to send out self esteem messages		Esteem team initiative is being piloted in Nova Scotia; originally started in BC
• Use parents for school activities. Use outside expertise with teacher supervision	School administration first and championed by teachers	
• Use provincial sport organizations to come in to schools to give a taste of a sport or activity		
• Sports groups and their leaders should actively recruit children into the activity		
• Support volunteers and students leading other students		
• School advisory councils should support activity within schools from pre-school to Grade 12		Get PA on the agenda of advisory councils. Going through school administration doesn't work
• Ensure leaders working with children know how to encourage and desensitize children to the "score"		Look at the whole process
• Support children when they do positive things to support each other and involvement in PA		

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Bike paths. Promote existing trails and walkways		
• Government legislate QDPE model (?)	Government	
• Provision of safe cycling and walking paths to enable people of all ages to participate in everyday PA for "green" transportation	HRM Dept Transportation and Public Works	
• Commitment from Ministers of Health, Education and Sport and Recreation to support the NS Physical Activity Strategy	Dept Health Dept Education NSSRC	
• Develop and implement general coaching courses within community recreation facilities and sporting associations to encourage parents and volunteers to deliver PA programs in the community		
• Provide school sports and recreation without fees (eg fees to use gymnasium)		
• Get school boards, advisory committees, governments to have action items to discuss PA goals		
• Use school advisory committees as a starting point	Involve parents, school staff and community	
• Educate government and decision makers on trends in society and changes in family and need to have PA in schools and pre-schools	Look at all types of activity	
• Support trails and open spaces to support activity		

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Ongoing research with continued funding		
• Junior High children – what happens that discourages their PA? Is it physical self-consciousness issues? Would separate PhysEd classes be beneficial?		
• Replicate effective programs across the province, then carry out longitudinal study of children who have participated in them.		

Central

Stakeholders

40 participants

***Education:** To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Schools and recreation departments working collaboratively and in partnerships		eg distribute recreation materials in schools
• Community newsletters or pamphlets on recreation and activity opportunities for families		
• Make education for healthy lifestyles a priority equal to maths and reading		
• Provide programs to families at family resource centres		
• Include importance of PA in pre-natal education		
• Use real images of role models		Help young people attain realistic, healthy body image
• Make parents aware of all available activities		
• PAL curriculum is outdated and ineffective. Teens do not participate in program. Fit tips must be taught by positive role models to encourage life-long learning		Difficult o incorporate fitness in a semester school
• Staff should participate in and support all fitness programs.		
• Cultivate a no tolerance rule for put downs and judgemental remarks regarding level of skill		
• Promote fitness and recreation in elementary schools or children lose interest by junior high		
• Separate males and females during PhysEd to increase participation		
• Get media to promote fitness benefits and cultivate respect		Television should promote fit breaks during commercial time
• Promote healthy bodies instead of selling negative body images		Self esteem issues are barriers in PA
• Parents must take ownership of children's health; they are primary role models		Parents should monitor sedentary

		time and motivate children to participate in all areas of fitness
• Encourage fair play and respect within the family		
• Educate parents on what foods to give their children. Simple daily menus provided through schools		
• Mutual support at school level for parents encouraging breakfast and PA		
• Communication between parents and teachers on a daily basis as to meals missed, need for time for snacks etc		
• Promote importance of healthy eating/PA and evaluate to see if message is being accepted		
• Bring in parenting programs (eg Tough Love) to support parents		
• Reinforce active children and youth though public recognition		
• Parents and children involved in activities together P-12		
• PhysEd specialists in schools and mandatory PhysEd		

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Community hubs for family activities		
• Schools need to be open in the evening to public. Rural area youths use lunchtime to socialize – the only time they have due to transportation		
• Schools should have a bus or van. Young people can't join teams if they don't have transportation		
• Provide programs in rural areas that are family-friendly. Encourage all age participation	Municipality	
• Provide opportunities for non-elite/non-competitive sports for all ages	Municipality	
• Provide access to drop-in facilities for fitness, including transportation	Municipality	
• Subsidize programs to make them affordable to families		

• Promote lifelong sorts such as table tennis, badminton, rather than football or basketball. This should lessen the drop-out rate as people get older		Local example: families can play table tennis together at local school
• Reintroduce community schools		

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Move programs such as PAL to lower grades		
• More emphasis on activity programs for young girls		
• Provide activities for girls only		
• Educate mothers to be role models		
• provide programs in highly accessible places – easy to get to and from		
• Mothers need to be role models. Provide mother-daughter activities		
• Provide recreational co-ed activities		
• More nutrition in school cafeterias		

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Use leadership course (Grade 12) where students enrolled in program could receive NCCP Level 1 certification by working with elementary kids, targeting those not already involved in organized sports		Could also be incorporated into co-op programs at senior high levels, during school hours or immediately after
• Require minimum standard of training for volunteer instructors. Provide course without charge	NSSRC	
• Free training/certification offered to parent volunteers		Schools should provide space for

		training
• Host parents vs kids challenge – basketball, volleyball		

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Municipal governments should make Quality of life a high priority especially for urban planning		
• Access to schools after hours, evenings, weekends, for PA		
• Provide free programs, or low fees		
• Make schools available and accessible as community recreation facilities		
• Funding for adequate facilities/equipment/programs		
• Urban design for active living, eg bike paths, bike racks, green space, mandatory recreation planning for new developments		
• Family Day – a civic holiday based on active living		
• Reprioritize recreation/sport system so family participation, group participation, active living are the main priority, not competitive sport		
• Promote inter-agency cooperation and coordination		
• Government commitment to fund programs. Money to hire coordinators for the existing facilities		
• Government to promote fitness at all levels. Incorporate fitness at work, school and the community		Families are not encouraged to be more active when they are forced top work longer hours with more responsibility

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Keep parents and community members informed regarding latest research via television, newspapers and other avenues for those who don't or won't read		

Central

Elected/Appointed
3 participants

***Education:** To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Multi-sectoral support for promotional program on 2-3b themes		Something like Participation program
• Develop youth role models, both high profile and low profile (ordinary kids "like me")		
• Return savings derived from wellness programs to sites for reinvestment. Reward PA and healthy living		
• Give parents good (fun) examples of how to include PA in family life		
• Persuade parents that they have an obligation to ensure their kids get PA – stress that it is part of parental responsibility		
• Develop and make use of "teachable moments" – short opportunities in everyday life to get PA message across		Include plenty of humour
• "Blitz" one age group (say Grades 3 or 4) with education, encouragement, opportunities to get them involved		
• Encourage employers to implement wellness programs and include PA for families		
• Make connection between PA and stress reduction through a promotional campaign		

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Promote family activities: parents or grandparents and kids doing things together		
• Find ways to make house league "cool"		
• Work towards having community centres in every neighbourhood (example Ottawa) where there are plenty of activities.		Could be a school

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Separate girls from boys in health and PhysEd classes. Let them "find themselves"		
• Need good role models especially for Junior High grades.		
• Focus on girls just before the "hormone years" and evaluate this approach to see if it works		

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Acknowledge and celebrate existing leaders. make them champions. Example of the Golden Apple award		
• Invest in coaches and mentors through leadership training		Organized sports sometimes get a bad rap. Many volunteers doing good work but need support

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Develop a lobby group for PA		
• Find better ways to share costs between different agencies or organizations so that greater use can be made of school, church, hospital facilities		
• Plan for "community resources" to reduce territoriality over costs of operation		
• Persuade politicians to plan for healthy lifestyles		

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Need data to support case for PA, but also make good use of existing "hidden data", such as theses tucked away in university libraries		
• What are the triggers that change people's behaviours?		
• Need to research what "gets to kids". For example, kids are not being successfully reached with respect to smoking		
• Lessons from other areas: how did they increase PA, what works		

Fundy Region

Public

10 respondents

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Provide in-service training for principals, classroom teachers and the Phys Ed Dept. to provide innovative role models for kids and to present the Vision	NSSRC; Dept of Health	Challenge: money; time, curriculum
• Educate children about the benefits of physical activity and provide details on available opportunities	Schools, Municipalities, Clubs, Community groups, Churches	Finding the appropriate role models for the presentations – must be 'cool'
• Educate parents on ways to realize the benefits of physical activity for themselves and their children	Municipality, Health and NSSRC	Challenge: Tapping into motivation to learn
• Educate the media; promote the merits of activity rather than focussing on the elite athletes	Community groups; NSSRC	Challenge: getting community support

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Create a training program to teach coaches, referees, administrators, etc. on how to deal with situations where they have to integrate a special needs child or one of socio-economic challenge.	NSSRC	
• Long distance biking trail network; cross-country skiing and snow mobiling trail networks	Local entrepreneurs, Governments and Municipalities, special interest groups	
• Build recreational complexes to encompass all sports	All levels of gov't; everyone	Finding the money to build, maintain and run may be a challenge
• Develop a better volunteer structure (youth and seniors) to support opportunities for all children	Gov't and local Recreation Dept	Challenges include sustainability and the

including those with special needs		effort required for the recruitment and matching of v0lunteers. On the positive side, this would lead to better utilization of community resources.
• Develop a recreation transportation system to enable youth to access activities/events	Public transportation; Municipality; school buses;	Challenge: school busing is contacted out
• Designate green space for each sub-division	Regional and Municipal planners	Challenges and Opps: stop vandalism; develop sense of pride; (include youth in construction); have kids develop gardens and walking trails
• Hold regional games and activities on a regular basis – winter carnival, summer festival, fall and spring celebration	Community groups, churches, NSSRC, Municipalities	Challenges: getting access to facilities (schools, pools, getting donations and recruiting volunteers
• Hold family PA nights through the schools: tobogganing, skating, swimming	School Advisory Councils, PhysEd teachers	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Adventure training (leadership opportunities and coordination/sharing) to focus on self-awareness/esteem	Community groups (militia, cadets, scouts). Public sponsorship to provide resources.	Leadership can be sustainable and it's not cost intensive. There may be challenges associated with liability issue, safety and risk management.
• Encourage girls and young women to volunteer with young children (role models) and children with special needs (leadership role)	Schools should teach citizenship	A challenge may be getting schools to commit to this. However it offers the potential to focus on very young children.
• Hold family events – mother/daughter/grandmother. Rowing, volleyball, weightlifting, walking the dog.	Local YMCA, Recreation Departments	May need incentives. However this action also promotes older people as role models.

• Remove gender specificity to sport	Society, gov't	
• Promote successes of women's sport	Society, gov't	
• Reduce barriers to physical activity for women	Society, gov't	
• Provide role models – get mothers involved as coaches, officials, admin	Society, gov't	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Present Level I NCCP theory. Mentorship or pre-coach level for youth.	NS Sports and recreation Commission	Challenges: Age restrictions and the need for 'apprenticeship' Opportunities include could lead to a 'career' in coaching; peer teaching and personal benefits.
• Engage youth in peer health education to look at how to empower youth to make health choices, and give youth the resources ($) to make decisions about promoting healthy choices.	Youth and gov't/public agencies must share authority with youth (let it happen)	Challenges include setting 'buy-in' from gov't ; and 'accountability' mentality. The opportunity is the empowerment this action will enable.
• Make links with existing college/university recreational programs to encourage students to assist with elementary PA after-school and lunch programs	NSSRC, School Advisory Councils, colleges/universities	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Establish tax breaks for physical activity program registration through Revenue Canada	MPs and MLAs	Challenge: Tax laws take time to change
• Have municipalities commit more broad based funding to physical activity	Municipal gov't	

• NGOs get together to discuss better ways of finding long-term funding for physical activity	NGOs	
• Federal and Provincial gov'ts cost-share with municipalities and the private sector to provide more physical fitness opportunities	Public to lobby MPs and MLAs	Opportunity: NS doing world first research
• Lobby for federal funding of national physical activity program (Participation)	National body organization s (YMCA, Boys and Girls Clubs)	Challenge: Cuts to rec programs have been recent. Opportunity: Understanding that funding on PA can reduce health costs
• Make school facilities available to community after school hours for PA	School Advisory Councils, Home and Schools	Challenges: Not part of organized curriculum; relies heavily on volunteers
• Develop policies for day cares around daily PA	Community Services, NSSRC	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Research the real barriers to participation and cause of obesity in youth	NSSRC	
• Share the information gathered through this study with the world and the village.	Project administrators; PACY partners; participants	
• Communicate physical fitness levels and what it takes to be considered physically active.	Health Canada in partnership with Dept of Education	Dept of Education has a lot of information that needs to be disseminated

Fundy Region

Stakeholders

20 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Promote physical activity in pre-natal classes.	District Health Authority	
• Open schools for community use – build community-school agreements	School Boards, Municipality, School Advisory Board, Communities-at-large	Challenges include liability issues and leadership for the activities
• Develop an effective social marketing campaign (pre-natal mandate)	People who work with prenatal families	
• Make 30 minutes of physical activity mandatory in the schools.	Depts of Education and Health, Parents and Students	Could lead to opposition from other teachers concerned about loss of their teaching time; on the opportunities side, the facilities and the human resources exist in the schools

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Subsidize both private and public fitness facilities (and other recreational facilities to allow those that cannot afford to join these facilities. Facilities not complying should never receive government funding (tax dollars).	NSSRC to develop the program for subsidy funding. Fitness Industry needs to be consulted	
• Re-evaluate physical education in the school system (the allocation of time and resources and the commitment)	School Board, parents, teachers, students, Public Health, Municipality (recreation and town planner)	
• Provide support and funding to existing youth driven organizations and incorporate more physical activity (and programs) into established	NS Sport and Recreation; community leaders	

programs		
• Playgrounds and outdoor equipment. Equip with night lighting (night hoops)	Schools and community	
• All children go to school. The structure and equipment is in the school. Increase PhysEd activity before and after school, noon hours.	Dept of Education and NSSRC; School Boards and the community	
• Engage a variety of partners to maximize the resources available in the community. Communication and networking.	Community-at -large.	
• Transportation: increase ability of youth to access facilities. Let the school buses run later in the day.	School Board	
• Sustainability; youth leadership, youth choice/decision-making facilitate and support – don't organize them with what we adults think and want	——	
• Go to where the youth and children are. Don't expect them to go where we want them to go.	——	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Begin the process of Phys-Ed at the preschool age.	Parents and pre-school educators	
• Build the foundation with basic movement skills and movement patterns. This will lead to feeling competent and confident in participating life-long.	Parents, Dept of Education, teachers,	Recognize that different approaches will be required for girls and boys. Boys grow up throwing things, girls do not.
• Review configuration of PhysEd classes at the Middle level – offer single sex as well as coed classes	School principals, PE instructors	The attitude the administrator could be a challenge.

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Target NSCC students enrolled in Recreation programming to use their required practicum in the schools – to run physical activity events after school, noon hours.	NSCC faculty and staff and the schools	Will need to iron out issues of liability
• Target leadership programs at local high schools	Municipality, schools,	

to lead after-school sports/activities at elementary schools.	students, community	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Build a strong lobby group to pressure gov't to make physical activity a provincial priority agenda item. Include nurses, healthcare workers, teachers, parents, fitness leaders, recreation directors. Get celebrities involved as well as the premiers and prime minister.	NSSRC	
• Develop a funding program where province cost-shares the salary of a municipal recreation director for youth.	Province and Municipalities	
• Get Ministries of Health, Recreation and Education to sit and agree that physical activity for youth is a priority.	The public and the medical community should be lobbying gov't	
• Tell taxpayers that every $1 spent in prevention saves $xxx in the health care system.	Government	
• Develop funding criteria to be used when apportioning provincial monies to municipal units (child fitness)	Government	
• Increase community access to schools. Drop rates charged to community groups. State should sponsor community access to community facilities.	Public lobby; Municipality and School Board	
• Encouragement of adults other than parents becoming part of the education of youth (getting seniors involved in educational, social activities of children).	Community groups	
• More cooperation between gov't departments to achieve a common goal. Federal-Provincial initiative to create "The Canadian Activity Core"	Federal-provincial governments	
• Increase flexibility between gov't depts and communities to allow for the construction of community resources to enhance physical activity for youth and their parents.		Some gov't rules are sensible; many more act as barriers to community efforts. Liability takes

		precedence over good ideas).
• Get rid of the liability issue so that physical activity projects are not discouraged	Federal and Provincial Governments	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Create awareness of (present) research results within the entire community (media, parents, children, organizations)...and identify existing recreational opportunities.	NSSRC; community; parents and other stakeholders (Health)	
• Create awareness (an attitude adjustment) amongst all educators and professionals who work with children	NSSRC; Depts of Education, Health and Community Services	A challenge may be seeing this as a priority
• Implement a working model in one organization (e.g. Truro Boys and Girls Club) that can be used as a role model of a physically active community. The vision is ALIVE.	Board of Directors, staff, parents and youth of the Truro Boys and Girls Club	

Highlands Region

Public

9 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Make physical activity an issue for youth	Parents, schools, community, physically active mentors	
• Get school advisory committees involved		Most school gyms are empty half the time – need t get volunteers to help use the facilities
• Share good ideas (success stories) in schools and elsewhere		
• Educate parents to change their attitudes towards value of competition	National and provincial support crucial	Help parents see that recreational levels can also be valuable learning and growing experiences
• Get hotels, convention centres, bed and breakfasts etc. to promote local trails and fitness opportunities to visitors	Chambers of Commerce	Could be made part of Check Inn service
• Provide workplace fitness opportunities	Occupational health and Safety	Should get teachers active in schools to serve as role models
• Example of a Grade 4 teacher who built whole year's curriculum around PA. Started every day with a walk for the whole class		
• Example from Heatherton School: kids and parents get involved in a walk-run program. Prepare a journal of PA		
• Role models; Children need to see people closer to their own age doing things		Example of coaching videos
• Get children involved at a young age (before 9). If necessary provide second-hand equipment.		

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Use a different way to teach physical education to children – "Every kid has a ball"		Teachers will need to be re-educated
• Camping programs and outdoor opportunities		Can access environmental funding for these programs
• Get more parental involvement in schools		
• Develop a list of community assets – what is already out there		
• At recess, provide plenty of simple facilities and equipment – pylons, balls, basketball nets, Frisbees, skipping ropes etc. Let children "go at it".		Put older children in charge of bringing out and putting away the equipment.
• Organized walks or cross-country runs, involving the whole family, with some form of incentive.		Free T-shirts are always popular
• Make use of the river (East River, New Glasgow) for paddling and rowing.		
• Use Playground Activity Coordinators – Grade 5 or 6 students who get things ready for recess.		
• Organize more teams on age basis alone rather than skill level		This will require educating parents. Pictou minor hockey has developed programs.
• Policies to promote physical activity in schools	Public Health, School Board, TAPHE	
• Every kid who tries out for a sport should play (maybe not A team but somewhere) – "no-cut policies"		Will need many more coaches
• There should be no downtime in school facilities – used to maximum during and after school		
• Activity nights in schools and community centres, with a wide range of activities		Where these have been tries they get a good turn-out. Tag on a dance as well to make them more popular

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Provide more non-competitive activities – weight training etc.		
• Promote Females First program		
• Ensure girls have transportation options to get to programs, practices etc.		Harder for girls in rural areas – boys will often hitch rides
• Identify potential women leaders and ask them to get involved		Women often need to be asked on an individual basis
• Make coaching courses more friendly for women		Can be intimidating for women in a male-dominated sport
• Promote equity in university sports – women's teams get less funding, less facility time		
• Provide more opportunities that are "hip", different for girls		

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Leadership/mentorship program for youth in community	Program deliverer is responsible with support from YMCA, NSSRC, Recreation Committee etc.	
• Get university students involved as volunteers		

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Encourage municipalities to adopt policies that support physical activity for youth	Municipalities	

• Promote youth involvement in decision-making and policy development at various levels of government	Municipal, provincial and federal levels of government	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Research on new programs. Evaluate them to provide evidence that they work.	Public health Universities	This is needed to get local support
• Collect objective, measurable data and in formation on various grassroots organizations	Program deliverers Recreation Nova Scotia NSSRC	NSSRC's role should be a supportive one. Tell groups what data to collect and what methods to use
• Increase research in the area of determining health care savings as a result of physical activity.	Universities Post-secondary institutions	
• Studies on when and why girls start dropping out of PA		

Highlands

Stakeholders

36 participants

***Education:** To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Peer led initiative • PAL/CALM – volunteer hours (not required) • mandatory PE class from P-12 with the same priority as other classes • nutrition education • Change the focus of advertising – family awareness, what industries do to promote "perfect image"	Family community government	Administration needs to give PE priority
• Focus on the 10-14 age group to keep active. Must have more PE opportunities for this group	Department of Education, teachers, parents	
• Multi-prong strategy – family, friends, free option • Role models – mentor program, peer and adult • More active living options		Sit people down and tell campaign media. Motivation must come from all levels
• Use role models to show the importance of healthy lifestyles (parents, athletes etc)	Parents, family, teachers, the community	
• Focus on daily PE for middle school years (grades 6-8)	Department of Education	
• Parents have to stop using television, computers, internet, Nintendo as a form of watching their kids and go outside and be active.		Will help get children active,
• Promote unstructured play for all ages	Society	Commercials showing families playing together
• Initiate mentoring programs, eg athlete of the month program	PhysEd departments, local media	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Paved, outdoor, free community facilities: eg trails, basketball court, volleyball, road hockey, bicycle trails. Universal playground		
• Less emphasis on competitive activities, more emphasis on recreation activities	School, community	
• Money needed for all areas, especially to provide extra transportation.		Important to value PA
• Need dollars for equipment and programming	Government, recreational agencies, parents	
• Money for equipment, enough for individual skill development	Dept Education, school administration	
• Community facilities open to public, eg free skates, open gyms, free swims, walking trails	Community organizations	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Need equipment provided for lunchtime/ recess, eg provide basketballs, skipping ropes	School board	
• Increase access to role models for girls, eg female athletes, pop culture role models, young female teachers		
• All participants on teams get equal time to play – no-one spends time on the bench.		Raise confidence and competence
• Increase communication with kids about why they don't participate (eg part of PDR class). Educate them on the benefits	School PDR teachers	
• Assign court time, rink time etc as being for girls only	People responsible for scheduling	
• Increase emphasis on activities that interest girls, are non-competitive: eg Taibo, dance, ribbon dance, gymnastics, yoga	Schools (gym) Community centres	
• Variety of PA, eg aesthetics, walking programs	Schools, educators, rec depats	
• Mentor/buddy system – older and physically active females joined with other females		
• Provide women's hours at gymnasiums, fitness clubs, classes in the community.	Recreation departments, fitness club owners	To address issues of self-consciousness and esteem)
• Physical educators' responsibility to provide	Educators	Key: positive,

positive, safe environment, where inclusion is the focus.		successful experiences for all
• Flexible curriculum – more activities that females would find enjoyable		

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Allow opportunities for all children to have leadership role (for example, one child leads stretching at hockey practice)	Coaches, gym teachers	
• Increase coaching/referee clinics for youth specifically (after school, YMCA/YWCA)	Recreation services	
• Mentor programs – buddy system (An older child mentors and is a role model for a younger child)	Community (recreation programs) Schools	
• Funding for training volunteers, eg for coaches, instructors.	Provincial and municipal governments	By providing the training/support network, more community members apt to become leaders in PA.
• PA leadership program (with class representatives) – organize activities – corresponder between educators and classes – mentoring (older with younger)	School, educators	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Equipment exchange and donation program: gives needed equipment to provide equal opportunity for all	Local organizations, families and community groups	
• Community schools program in conjunction with municipal recreation		
• Renegotiate contracts with teachers to include after school programs, supervision. Provide incentives for teachers who do commit		
• Educate community (parents, children)	Community	
• Availability of resources – schools open after hours		
• Reduce competition, emphasize cooperation (life long activities)	Municipal recreation departments, school board, community committees, members of community, health professionals	
• Fund-raise for those less fortunate. Provide opportunities for all individuals (lower costs)	Community – those interested in increasing levels of physical activity	
• Family participation – structured games (hiking/biking)		
• Community based sport equipment swap program		

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Levels of PA in your own community – what constitutes being active		Local research
• Fitness testing differentiating urban and rural areas		
• Research into results of separating males and females in PA		
• Conduct research and provide results to community		

• Funding programs like Heart Smart etc		
• Research on why kids are dropping out of sports		

Highlands

Elected/Appointed

8 participants

***Education:** To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Give kids informal play skills ("kids don't know how to play anymore, don't know skipping rhymes for example")		Schools' resources have been cut severely.
• Parent education/attitude change needed to provide support at home for things done a school.		
• Motivate kids to want to be active		Example of golf club: big drop in junior memberships experienced. Parents said they would no longer pay the $200 registration because their children were only going out 6 or 7 times)
• Effective parent education courses that include getting kids to be physically active		Existing courses don't usually include this component. Families under stress could really use this support – being active together could help.
• Give kids informal play skills ("kids don't know how to play anymore, don't know skipping rhymes for example")		Schools' resources have been cut severely.
• Parent education/attitude change needed to provide support at home for things done a school.		
• Motivate kids to want to be active		Example of golf club: big drop in junior memberships experienced. Parents said they would no longer pay the $200 registration because their children were only going out 6 or 7 times)
• Effective parent education courses that include		Existing courses don't

getting kids to be physically active		usually include this component. Families under stress could really use this support – being active together could help.
• Give kids informal play skills ("kids don't know how to play anymore, don't know skipping rhymes for example")		Schools' resources have been cut severely.
• Ban "Tag Days" as a fun-raiser. Replace them with some physical activity giving value for money. E.g. rake lawns, shovel snow, do errands	Leaders of the organizations that are having "Tag Days" must stop them and change the focus.	All this takes increased supervision. Adult volunteers feel they do enough, simply coaching their teams.
• Surcharge overweight people for health services to provide financial support for fitness programs		Person suggesting this acknowledged that it would probably not be acceptable.

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Increase awareness of accessibility requirements and incorporate these to make activities accessible		Education of parents Parents/family
• Life style choices		
• Subsidized equipment, enrolment and de-stigmatization of subsidy	Government support, equipment swaps, community support, car pools	
• Volunteer (decrease cost)		
• Promote family activities (eg fishing). Parents participating with their youth		Parents making activity a priority instead of an afterthought
• Incorporating activities from different cultures into the curriculum		
• Cultural mentoring		
• Promoting effective parenting/valuing physical activity in their children		
• Create opportunity for youth (turn off the television to make them go out to play)		

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Education – the younger, the better. Public information.	All levels of government, recreation directors, parents	
• Mentoring – pairing young women with active women mentors	YM-YWCA (organizing), agencies, government (funding)	
• Encourage mixed sports (male-female)	Parents, recreation directors, schools	
• No-cut policies – re-focus from winning to participating	Coaches, schools	
• Promote physical activity as an attractive quality versus physical appearance	Media (coverage of women's sports)	
• Peer education/ peer counselling	Peers	
• Activity for activity's sake	School	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• In the school system, if teachers are too busy, use senior teachers to organize activities for younger students.	Teachers set up the structure	Would work better in schools with a broad age range (P to 12). Difficulties in rural areas where large distances between schools.
• Make student leadership involvement a requirement to pass to the next grade		
• Develop intra-mural programs using student leadership.		
• Tap into resources that could be provided by retired people		

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Put main focus on schools – the only place where you have a "captive audience"		Schools' resources have been cut severely.
• Put a higher priority on PhysEd in schools		Example of private schools (eg Kings-Edgehill) where everyone is expected to participate both during and after school hours.
• Government needs to be more committed for the long term.		Example of Participaction – a program that worked, but was axed.
Community Health Boards should play a large role		
Get more balance in education. Young people need so much more than just academic knowledge and skills.		Literacy and numeracy such a big focus that other things are suffering.

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Need to know more about the barriers so they can be targeted/removed, one by one		For example, children may go to a babysitter after school who has hands full looking after younger infants. Can't take the older children out. (Suggestion that there are many very specific circumstances affecting children's' ability to be active)

South Shore Region

Public

19 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
Public I		
Low or a token cost for programs can be better than free programs – taken more seriously.		
Start with parents/adults who are involved with the kids		Kids want adults/parents to be there. Encourage them to participate - drive - cheer etc
Incentives for coaching		
Promote the value of physical activity in schools	Community, school and parents	
Public II		
Get IT businesses to promote physical activity – put information about games to play etc on the web		ICU is highly popular with many children
Help parents see links between greater physical activity and helping behavioural problems. Target daycares		Very important not to blame parents.
Community organizations providing recreation and sports programs and services need to be given some marketing dollars.		
Get businesses involved as sponsors of programs. Have their employers get involved as role models.		
Open gyms in schools one night week, offering different activities to be sampled.		
Organize a special weekend for parents and children, with a range of activities that can be done together. Include discussion of the benefits of PA	Department of Education, SRC	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
Public I		
Promote theatre opportunities – singing, dancing acting. Builds confidence and can involve a lot of movement. Often very popular		
Faster screening processes needed for volunteers (child abuse and RCMP).		Can be difficult to build coach roosters up in time at the beginning of the season
Coaches are not playing everyone – winning is what counts.		This impacts self-esteem
Cooking clubs can help with team-building, self esteem and healthy living		(Yarmouth example: Holly Thomas 749-1718 work)
Remove charges for use of gyms, ballfields etc.		
Build more activity into everyday life – gardening, walking to school or work etc		
Coaches need and helpers need to reduce responsibilities. Divide up chores, phoning, practice, games, and simple training		
Paid coordinators for coaches, coaches training, fundraising, administrative support. Provide funding for all sports not just elite level.		
Fair play, everyone plays.		Coaches, parents, helpers must get the message
Public II		
Playgrounds must be made accessible to children with disabilities		Ramping, wheelchair-friendly surfaces, accessible equipment.. Also make sure playgrounds are attractive, welcoming to all.
Need more of a community-based effort t provide a place for young people to go (12-17 year olds. Could also be family-based as well.		
Target areas of the community where PA participation is low (eg some apartment complexes) and provide special programs to get kids out and active.		
More activities to include children with disabilities – swim teams, ball teams		

Make greater use of a gymnastics program that is available for use in schools: very simple and safe.		This program is designed to be delivered by a teacher without any specialized gymnastic knowledge.
More activities for families or that are "family friendly"		Participant gave example of going to Martock with family to a BMX day
Neighbourhood initiatives too promote "free play" – residents taking turns to be down at the playground to keep an eye on kids		The liability concern was raised – but there have to be ways to do this informally.

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
Public I		
Promote image and confidence		
Existing female athletes mentor younger students	School/community	
Develop leadership skills at an early age (Grade 4)		
Encourage female coaches		
Give incentives to coaches		
Anyone who wants to participate should be able to participate		
Girls want to d things with their friend – being able to stay with the same group in teams helps		
Public II		
Promote mother-daughter activity opportunities (eg canoeing)		It was pointed out that involvement by ether parent will help boost girls PA
Do market research to find out what girls actually want in the way of PA		

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
Public I		

Take trained groups that exist in the community and bring them into school as leaders during school hours to lead physical activities, eg outdoor excursions, growing a garden – would require financial compensation to those leaders	Department of Education and the associated organizations	
A definite leadership training method • level one training with mentorship from experienced leaders/trainers (1-2 years) • level two involves training other leaders to be mentors (1 year at least) • level three involves coordination of leadership training	The policy of leadership training should come from the provincial level of each organization	This is the scouting model
A requirement for a leadership component in physical education and health education from primary to 12	Collaborative effort between education, recreation and health	• mentoring younger kids • coaching younger kids • not limited to competitive sports • CALM/PAL at all grade levels • give credits for involvement in mentorship/coaching program

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
Public I		
Putting money into community based facilities such as camps	Local and provincial governments	
Make the financial benefit argument to gain government's commitment, long-term, to increasing physical activity.	People with the knowledge (economists, health professionals, researchers, recreation professionals)	

	have to identify benefits and influence. People who can affect change in political policies.	
Revisit the activities of all government departments to ensure new models for supporting physical activity are developed and supported		

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
Public II		
• Research needed to make financial case for investment in programs to promote physical activity		
• How does the cost factor relate to physical activity? (Are fees for programs a significant barrier? At what level?)		
• Learn more about parents: what they are thinking regarding PA for their children and what they are doing		

South Shore

Stakeholders

23 stakeholders

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
Increase formal and informal physical education activities within the school	Government Partnerships to encourage government funding to increase PE Partnerships: public, TAPHE, NSTU, ICONS, Public Health, Medical Associations	
Increase importance of Physical Education/activity at the school level	Schools, government	Students need daily exposure to a variety of physical activities
Campaign t educate and motivate people to action	National/provincial Health Canada	For example, the Participaction campaign
Free or low cost family and youth programs and special events and access to facilities	Municipalities School boards	
30 minute daily structured activity provided in schools by a trained professional	Curriculum development, Department of Education	
Activity journals	Done by students, monitored by teachers	
Offer separate programs for girls at junior high	Government, school board, schools	
More PE classes in schools, more time in schedule		
Introduce a wider variety of activities. Do not limit to traditional team sports		
Make school facilities more accessible with no rental fees		

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
Change the time the busses run. Have 3:00 t 5:00 pm at every school for participation of the masses. Buses go home at 5:00		Schools have a active audience
PA lottery, revenues to go to active living activities		
Break down turf protection in schools		
Make PA part of daily living		
Work through school advisory councils to change policies and scheduling of school day		
Recreation departments should organize resources – identify and help train leadership		
Should have more community schools with a full time programmer/scheduler right in the school		We need to make it easy to participate
Support for volunteers to come out to coach		
Lower registration fees or a fund to subsidize those who need financial help		

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
Have girls referee sports		
Female PE teachers for girls.		Some PA activities can and should be co-ed but we need more PE role models
More choice needs to be offered		
Mass participation – intramural programs		
Extra curriculum activities (elite sport) start at 5:00 pm, recreation participation from 3:00 to 5:00		
More facility time is needed		
PE teachers should expect full participation and not look for permission slips from home		
Community recreation programs should offer programs targeted at girls		
Larger gyms		
Community use of gyms essential		
Department of Education must put a priority on PE.		
Changing policy for community facilities		
Engage young women in becoming role models and		Body image, self

leaders		esteem, peer pressure - - girls are affected more
Systems of sport for child care, transportation etc		
Get active moms involved with active or inactive young women in activity, not just sport		

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
Junior coach program/training (NCCP?) Perhaps delivered in PAL/CALM class	Coaching Association of Canada	
Build in credits for youth leadership (PAL/CALM)	Schools, Department of Education	
Mentoring programs for teens (in schools and communities	Schools (PTAs, Home and School, School Advisory Councils) Recreation Department	
Tax breaks or incentives for volunteers Tax deductible training costs	Provincial/federal governments	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
Need a commitment from Government to make schools open and accessible for up to 16 hours/day		
Often summer student employees come back to volunteer with organizations -- children look up to "younger" leaders or coaches		
Restrict numbers in PE and PAL classes		
Maintain and increase recreational services in municipalities (Recreation Directors)		
Don't continue to pass the responsibility for recreation to others i.e. don't realize the value of PA, yet pass the responsibility of implementation to others groups		
Provide fitness equipment to schools -- lifelong activity		
Having government officials being "good role models"		

and promoting PA		
Encourage medical professionals to prescribe lifestyle activities versus pushing medications		
Make some commitment to active style and doing with technology etc in school systems (?)		
Use tobacco funding to target dollars into active lifestyles		
Flexible teaching hours, not necessarily *;00 am to 4:00 pm		
Liability scares volunteers		
Promote year-round activities at recreational facilities eg sliding at golf courses		
need more promotion of "free play"		Backyard activities are noon-existent (somewhat). Do children still play "kick the can"?
Promote walking in schools		Life long activity
Food, diet – we look for the easy meal.		For lower income families, al they can afford is processed dinners
How do you motivate children at the pre-school level to participate? A lot are obese		
Is the coaching certification program a hindrance to getting volunteers to coach?		
Need more volunteers or program numbers suffer	Parents. Older players. Sport organizations	
More free access to school facilities on weekends and later during evenings	Government School boards Municipal units Public	
Four day work week to spend more time with families and children		
Purchase more fitness equipment for schools to provide a variety of activities leaning towards life-long, physically active lifestyles	Government funding	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Does it take a PE teacher to teach PE?		

South Shore

Elected/Appointed

8 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
Motivate church groups to be more involved in PA for children and youth	Ministers	
Support family resource centres that encourage social interaction	Parents advocate	
Develop a social marketing campaign for physical activity		Refer to child and youth guide. Find out what social marketing campaign would work. Hire a person under the strategy to d this. Involve parents.
PA needs to be cool for children.	Good messages by all involved.	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
Create partnerships with parents and community with respect to developing programs	School administration	
Identify resources which are a the community's disposal and capitalize on their usage	Municipal and recreation organizations	
Mandated policies regarding usage of facilities	Provincial government, Department of Education	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
More "girls-only" programs	Government and groups	
More dollars for opportunities for female activity	All government Community groups Recreation departments Organized groups	
Critical analysis of media reporting. Teach youth media literacy skills	Department of Education	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
Volunteer training for leaders (free or basic costs covered). Include PA as part of training	Specific organizations with responsibility for planning volunteer management	
Get youth on committees	All sectors should look at this	Youth need to be aware of positions available and what they entail
Legal standards should be developed surrounding liabilities and insurance	NS Department of Justice	
Mentoring with youth and older volunteers sharing experiences	Youth agencies, churches, Scouts, Guides, Red Cross, Police	
Develop new standards more applicable for school and community playgrounds	Education,, Health, NPO's, other departments	CSA standards are too costly especially for refit

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
Partnerships top build trails and bicycle trails	Municipalities, schools and community groups	
Maximize the use of our natural environment – beaches, woodlands, rivers	Provincial government	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
Develop an accurate research instrument	Provincial government with assistance from education system,, universities, public schools	Modify existing research as necessary
Make correlations with advantages and disadvantages of PA		

Valley Region

Public I: Digby

16 respondents

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Use the media to make parents aware of the benefits of PA	NSSRC	
• Have class project to create a web-site on PA that lays out effects of PA; sets up competition between classes; updates the most active class; logs in daily activities; open to parents to help out	Teachers and students	Opportunity: builds school spirit; uses the school day (captive audience)
• Partner children with parents – organized activities	Parents and local groups	
• Monthly or weekly community sports days (swimming, hockey, biking…)	Communities, parents, local sort and rec groups	Advertise in local media; promote through the school – take home notices
• Find community mentors (university players, pro sports players, community leaders) – to go into the classroom and talk about PA experiences	Dept of Education, community groups	
• Community challenge: who is more active? Sign-up and monitor results (walkers, bikers…)	Municipality, community	
• Create an "in your face" promotion	NSSRC, Dept of Education, Dept of Health	It must be developed from a holistic approach
• Promote fun and fitness	District Health Authorities	
• Compulsory for every student to participate in at least one sport per year	Dept of Education	Challenge: making the schools follow the rule!

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Bring back the award of excellence	Dept of Education, federal gov't	
• Provide public transportation	Municipalities and province	
• Ask the youth what they want	Municipality, schools, service groups, facility designers	
• Involve the family in PA with youth and provide incentives for youth	Sponsors	
• Permit use of recreational facilities without structure for children and youth	Municipal, non-profit organizations	
• Make all facilities available after school	School Board, municipality	
• No fees for activities taking place in the schools	School Boards, Province	
• Promote non-competitive events or activities which emphasize participation; draw for prizes	Community groups	
• Build physical education into every school day	Dept of Education	
• Have gov't subsidize the liability insurance required for transporting children to PA activities	Province	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Offer a variety of programs/activities for the sake of participation and fun	Schools, municipalities	Will improve self-esteem
• Encourage participation in the traditional 'male' sports; create mixed teams; provide equal opportunity	Sport NS	
• More opportunities for girls-only activities (sports teams)	Sport organizations	
• Promote more female role models in active living	Sport organizations	
• Encourage more parental involvement for role modeling	Recreation depts, schools, municipalities	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Develop and support local clubs/ parents groups (i.e. skipping clubs)	Health boards, municipality, province	
• Move teachers to help out with extracurricular activities (motivate through time or other recognition – acknowledge in paper)	Dept of Education, School Board	
•		
• Get youth involved on the local Community Health Boards	Health Boards	
• Get older children to coach the younger kids at school	Any PA at school and outside school	
• Pay for coaches training	Sport NS	
• Promote family activities	Recreation departments	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Increase linkages and communication between Health and Recreation communities	Non profit groups, Community Health Boards	
• Provide a wide range of recreational facilities at low cost to users	Gov't	
• Continue commitment to green spaces – trails, parks, playgrounds	Gov't	
• Build more walking paths and bicycle paths and connect to the roads to provide an alternative (and safe) form of transportation	Dept of Highways, NSSRC	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Continue research like the on-going accelerometer monitoring project in the schools	NSSRC and other provincial depts	
• Create advertising for PA that is as equally dramatic as that created for anti-smoking / drug taking	NSSRC and other provincial depts	
• Get in their face with stats on what a sedentary lifestyle can bring (diseases)	Parents, teachers, provincial gov't, coaches, community	
• Hold discussion groups with youth allowing them to express their needs and interests	Student council, peer mentor groups, School Advisory Board	

Valley Region

Public II: Kentville

13 respondents

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Implement a compulsory amount of PA every day and make it 20% of school mark	School, students	
• Provide a method for parents and children to measure PA levels and report it/include a nutritional component too	Parents and children, Dept of Education, doctors	
• Include parents in PA with pre-schoolers	Day cares, rec depts	
• Promote overall wellness (mind and body)	Family doctor, school, community, gov't	
• Parents and older siblings acting as role models (walking, biking...)	Parents, families	
• Walk to school (the walking school bus model)	Parents and community	
• Coordinate fine arts, band and sports so students do not have scheduling conflicts	All teachers and school admin	
• Get all teachers motivated at their own level of comfort first with PA	School, principal, rec depts	
• Make daily physical activity mandatory for all NS students	School Boards, principals, PE staff	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Make daily physical activity mandatory for all NS students and make it fun. Call it games.	School Board, parents, PhysEd staff, principals	
• Extend school day to include PhysEd opportunities either during lunch or after school – make it compulsory	School Board, principals, parents	Benefits: reduced violence and behaviour problems
• Build or modify Community Rec Centres where families can participate in variety of activities (have family change rooms)	Rec Centers, provincial and municipal gov't	
• Collaboration among agencies to enable children of low income families access to programs/activities	All sectors	
• Profile positive stories by media weekly	PACY, NSSRC, PhysEd	

	teachers	
• More opportunity for cooperative games between schools	Principal, PhysEd teachers, School Board	
• Focus on ability, not disability	All gov't, media, teachers, day cares	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Develop and promote more innovative and socially acceptable (cool) activities. Consult with girls about their interests.	Community and school	
• Cover, report and promote women s sport as much as men's	Media, school announcements	
• More focus on dance and creative activities	PE teachers, School Boards, recreation directors	
• Use peer education model – older girls working with younger girls	Female community leaders, parents	
• Provide both coed and same sex 'cooperative' activities	Schools, rec centres	
• Offer more programs at all skills levels at school and have a 'no cut' policy (i.e. ensure PA activities are not at the same tie as band, fine arts)	School, PE teachers, principal, teachers, parents	
• Girls-only activities and female role models	Recreation depts, Phys Ed departments	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Develop and include student peer education models for physical education curriculum	Teachers of PE, students, Depts of Health and Justice	
• Put youth corps at the disposal of communities in need of leadership – can help coach sports...	Katimavik, Federal gov't, schools	
• Teach more leadership in schools – link with community	Schools, recreation depts	
• Involve corporate sector in sponsorship of initiatives	School, community, NSSRC	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Build new schools in areas that youth can walk/bike to safely	School Boards and Dept of Education	
• Provide open and non-competitive recreational opportunities (trails, outdoor basketball)	Municipality	
• Provide access to indoor facilities (malls, gyms, pools, arenas, churches)	Public, commercial, municipal	
• Build PA into child care - through recreation depts.	Private agencies, provincial gov't, municipal recreation	The need for child care is growing. Opportunity for more PA for youth
• Identify 'have not' communities and help them develop PA programs	Provincial and local gov't	
• Better promotion of programs and facilities	All levels of gov't, Community Health Baords, media	
• Provide gov't with evidence that healthy PA will reduce health care costs	NSSRC, universities, researchers	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Research the effects of technology on physical activity levels of children	NSSRC (PACY)	
• Research eating habits of NS children and correlate to physical activity levels	Dept of Health (PACY)	
• Have youth role models communicate this research	Community and schools	

Valley Region

Stakeholders

21 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Create advertisements to promote benefits of PA among youth and children	Prov/Fed money Health Canada	
• Show-house real people, real experiences, who have overcome odds to a healthy life	Schools, community leaders, athletes	
• More funds for recreation at school - more exploratories	School Board	
• Mandatory daily physical education at school	School Board, Dept of Education,	
• Promote kids who have succeeded in their own way at good exercise choices	Media - local good news stories	
• Provide families with opportunities to participate with kids	Community, Recreation Depts., school	
• Encourage parents to shut off the cable during the summer months	Schools, NSSRC	
• Promote public awareness of current state of PA and promote progress over next 10 years to motivate people to realize success	PACY, NSSRC	
• Promote the Physical activity Guide like the Canada Food Guide	Health Canada, media, postal service	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Parenting programs to help parents take back responsibility for their children's health	Health groups, community	
• Scheduled weekly family outings (picking apples, raking lawns, hiking, walking, gardening, fairs)	Community initiative, families, neighbours	
• Develop creative and hard-hitting ads clearly showing where youth will be in 20 years without exercise	Public private partners	
• Find ways to offer quality inexpensive or no cost opportunities for all children and youth	Province, municipalities, community organizations, families	

• Community sponsorship for children on low income, equipment swaps, enrollment subsidies, equipment lending programs	Community associations, volunteers, minor sports groups	
• Promote the broader definition of physical activity so it just doesn't just mean 'sport'. PA can mean walking, biking, gardening....	NSSRC	Challenge: selling the image to youth

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Community focussed campaigns to help young women develop self-esteem for being healthy, real people	Community groups,, health organizations, media	
• Separate sex PA in school and outside school	Dept of Education, Sport NS, community	
• Make time available in community facilities for new emerging girl activities (ringette, hockey...)	School Board, municipalities, commercial venture	Challenge: breaking the pattern and set attitudes
• Active campaign directed to advertisers who promote images of thin, unhealthy young women	Health care workers, public, spiritual and community leaders	
• Create an environment that promotes and supports young women's participation in various PA	Schools, community organizations	
• Reinstate mandatory daily PE in the schools (and think outside the box- get creative and think lifelong)	Dept of Education, NSSRC	
• Build in activities that girls value (kick-boxing, dance clubs)	School, community	
• Increase extracurricular activities in schools - both competitive and non-competitive	Dept of Education, Dept of Health, NSSRC	
• Remove coaches and PE staff who do not support participation of girls in PA	Admin, School Board	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Peer mentoring (teens working with pre-teens)	Organization	
• Develop a process to identify local leaders and support them to become involved	Municipalities, schools, Continuing Ed, NSSRC	

• Involve youth in leadership development to develop and manage after-school activities	Teachers, School Board, youth, private sector	
• Volunteer incentive programs (tax receipts, certificates)	Gov't support	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Place a greater emphasis on getting agencies/depts to work together to educate and increase awareness of PA	Health, Education, Justice, Community Services, Private sector	
• Expand this goal to include seniors as well as youth	NSSRC	
• Develop policies to make our roads safe for cycling	Province, NSSRC	Parents find existing roadways too dangerous to let their children bike to school.
• Develop partnerships with the private sector with aim of developing inventory of facilities available for PA and Youth	NSSRC, Sport NS	
• Identify barriers to participation in PA (e.g. Chignecto School Board requires all parents who want their children to take part in ski trips to Martock, to attend an info session)	Private industry and NSSRC	Need universal policies province-wide
• Local gov't to recognize importance of healthy lifestyle choices and accept as their responsibility by committing funding on a sustainable basis (i.e. Heart Health Action Team)	Gov't - Prov, residents, staff, schools, Rec Depts all working together	
• All levels of gov't working together to promote active lifestyle	As above	
• Support infrastructure that promotes healthy active lifestyles/wellness at the community level	Fed/Prov/Mun cooperation and private sector involvement	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Research and promote the reasons that involve children in physical activity	NSSRC, Dept of Education	
• Promote research that takes a holistic approach to health, fitness, good mental health....	Gov't and private sector	
• Incorporate evidence-based research when planning new initiatives	Gov't, NGOs, schools	Better opportunity for funding and better quality programming
• Research to develop appropriate interventions for the least active, poorest and most marginalized of children	Gov't	
• More publication of research studies	Researcher, PACY, media	

Valley Region

Elected/Appointed

6 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Target after-school care to incorporate PA in daily routine	District Health Authorities, day cares	
• Day cares and all after-school care facilities get enhanced profitability if offer daily PA	Community Services and child care facilities	
• Make daily physical education mandatory in the schools	Dept of Education, School Boards	
• Provide more opportunities for family activities (walks, sports)	Rec Depts, School Board for access to gyms	
• Start campaign to promote youth work responsibilities in the home (lawn work, house work – the physical aspects!)	Provincial gov't, Education system	
• All new development to include walking/ biking trails and link to schools	Municipality	
• Approach role models to be advocates of healthy activities (Michael Jordan, Buffy the Vampire Slayer, Aaron Carter)	Corporate and gov't sectors	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Provide parents education on the safety and health benefits of PA	Doctors, media, schools, Community Services	
• Designate safe biking routes	Community groups and local Rec Depts	
• Promote the less strenuous activities like walking, gardening, bird watching	Rec Depts, special interest groups	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Offer separate sport/ physical activities for girls in the community	Rec Depts and community groups	
• Separate physical education classes for girls and boys starting in junior high	Dept of Education	
• Designate female coaches for female sports and activities	Dept of Education	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Establish a youth mentoring program	Dept of Education, minor sports, local Rec Depts	Challenge: developing outside of school in the rural areas (lack of transportation)
• Have volunteer organizations provide support for unstructured activities	Volunteer organizations	Challenge: finding that person to buy-in and run the programs
• Make continuous training opportunities available at all levels	Sport NS, local experts	Challenge: fitting training into schedules

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Give recognition to existing volunteers, local groups, for what initiatives are going on now	Media, NS Sport and recreation Commission, local groups	
• Encourage public provision of non-traditional facilities to broaden appeal (biking and hiking trails, skateboarding, roller-blading, outdoor	Community groups, service clubs, all levels of gov't	

skating surfaces)		

Provincial Health Organizations

6 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Local awareness campaign so families know (a) what is available in their community and (b) how to support their children to be physically active	SRC (regional reps) municipal recreation departments HHATs, CHBs Health charities Media, health professionals	
• Media campaign to raise awareness in families regarding PA	NSSRC, Depts Health, Education Health charities	
• Hold physical activity fair in schools – interactive fair, various activities	partnership between Depart of Education and NSSRC. Community	
• Consider possibility of implementing Our Healthy School (curriculum for elementary schools) on provincial level, if HRSB implementation is successful	Depts Education, SRC,Heath Health charities regional contacts school boards	
• Teach children and instill confidence to participate in physical activity, starting in daycare		The benefits of PA are clear. Tie government funding to approved play program in daycares. Example: Nutrition Canada Guideline compliance for snacks
• Elementary school: provide 30-40 minutes of PE on 80% of school days		Requires a drastic change in curriculum

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Build in incentives for teachers to be coaches for PA	Education, SRC	
• Implement PACY Western process across Nova Scotia	SRC -- regional reps SRC provincial Local health reps Local heath charities Local school reps	
• Make it part of the PE mark that children participate in after school or noon hour activity, grouped according to skill levels	School boards Teachers Union	
• Implement elementary health and PE curriculum (already developed) as soon as possible.	Education Individual teachers	Follow-up to ensure outcomes are achieved
• Ensure that all government decisions are reviewed through an "opportunities for all" lens. For example, green spaces, designing neighbourhoods	PHC SRC municipalities	Model this after environmental impact screening processes -- it is in effect a Physical Activity Impact Assessment
• Improve community use of school facilities, eg gym	Education School boards Schools Community groups	
• Develop "Exploratories" in each school	Municipal recreation director School boards health charities Local community and sort groups	Programs to expose youth to different activities and opportunities. Towns of Windsor and Wolfville provide examples
• PE curriculum should be "ability neutral" and pass/fail based on effort not achievement	Education	

Girls and Young Women: *To increase the participation of girls and young women in physical activity.*

Actions	*Responsibility*	*Comments*
• Reduce/eliminate stereotyping of young women in sport	Community Schools Government Municipal recreation departments	
• Develop recreational sport opportunities for all	Community female leaders	

women: able-bodies and disables	Municipalities Schools	
• Foster/promote female role models for recreational sport	School SRC Community sport organizations	

***Leadership:** To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Increase support for policy and environmental supports which creates an accessible/easy environment eg build new schools where children/youth can walk or bike to school	SRC HHNS Health charities	
• Find/develop research expertise to capitalize on PACY opportunities	make this a funding priority for NSHRF	We're already out of the starting blocks with the PACY project
• Work with heath charities and other organizations focused on chronic diseases and raise capacity to work effectively on PA	HHNS SRC Health charities	
• Review current coaching criteria, evaluation and training. ensure understanding of child development	SRC Recreation Nova Scotia	
• Link with volunteers trained in HP 101 across province and provide further training re PA promotion	Community links SRC Volunteers	
• Implement province wide program built on learning from Heartwood and Sharing Strengths	SRC Heartwood Sharing Strengths Youth Secretariat etc	

***Government and Community Commitment:** To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	
• Make presentation toUNSM regarding their responsibilities for the health of their populations	Provincial Heath Council	
• Report card from NS municipalities on their	SRC	

activities/initiatives/supports related to PACY for C/Y		
• Community recreation facilities for youth with no barriers for participation, either monetary or physical ability	Municipal recreation Community groups Active Living Alliance for Persons with Disabilities	
• Municipal planning regulated to include green spaces, walking trails and safe play areas	Municipal government	
• Department of Education to allocate resources to return PA, PE programs the level they were at 20 years ago.	Education with support from other departments	
• Youth participation on municipal committees planning for youth activity supports	Municipal government Community	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Develop a community based report card on PA opportunities and participation rates	SRC in partnership with youth, CHBs, municipal recreation departments	
• Develop a school based report card on PA opportunities and participation rates	Education School boards Schools	
• Coordinated collection and reporting on the community/school based activities of all youth	Schools	
• Provincial longitudinal survey in Nova Scotia related to lifestyle/health practices for C/Y	All government departments	
• Encourage research on the amount/types of activities that disabled youth are involved in and what are the barriers to their participation	Inclusion services Students with physical disabilities Organizations that serve youth with disabilities	
• Identify through research, high risk populations of C/Y and target intervention	Intergovernmental departments (CAYAC)	

Provincial Sport and Recreation Organizations

15 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Run courses for parents concerned about the lack of activity by their children (how to access physical fitness for children; way to motivate children)	NS Sport and Recreation Commission, Dept of Health	
• Talks by physically active role models – in schools, at community meetings, employees meetings at companies	NS Sport and Recreation Commission	
• Provide increased daily opportunities for physical activity at school	School Boards,Dept of Education	
• Media campaign to parents, families and youth on value of physical activity. Example: Michael Haynes weekly CBC radio broadcast on walking trails.	Gov't, business, recreation groups,	
• Tax rebates on registration fees for physical activities for children (no HST on purchase of equipment...)	Dept of Finance	
• Use media to promote "Fitness Tips of the Week"	NS Sport and Recreation Commission	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Establish an Activity Awards Program across the school system. Make it year long; measured on frequency of activity and based on existing activities (walking to school (not running on track), climbing stairwells (not squats in gym); have levels (bronze, silver, gold); have rewards (5 years, 10 years); start in primary / go to 12; include group and individual activities; indoors and outdoors	Administer program by PE teachers; awards presented by Dept of Education staff, have premier present highest level s of awards on 'Fitness Day'	
• Establish a Leisure Buddies Program to provide support person to assist those with special needs participate in more activity	Municipality	
• Institute mandatory physical activity sessions for all school children, p to 12	Dept of Education	
• Use Neighbourhood Watch Programs as a resource for providing safe play areas and time for kids. Schedule one or two nights a week for kids to play	Block Parent Program; Neighbourhood Watch Program; Municipality;	

safely on the street; adults to rotate safety duty.	Police/RCMP	
• Incorporate outdoor activities (hiking, cross-country, skiing, walking) as a component of school physical activity programs	Dept of Education	
• Establish more walking and biking routes, especially in residential areas	Municipal and provincial gov'ts; developers	

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Eliminate financial burden	Everyone	
• Diversity of activities	Sponsoring recreation orgs	
• Teach importance of being active in health classes	Schools	
• Girls-only physical activities especially in junior high	School system, recreation programs	
• Promote activities that can be done in ordinary everyday clothing	Recreation depts, schools, PE instructors	
• Bring in physically active female role models to speak to groups of girls	NS Sport and Recreation Commission	
• Promote more realistic female role models (body image)	Not sure	
• Build more dance into PE programs	School system, recreation programs	Dance, creative movement and drama training provide PA and help girls feel more confident and less self-conscious about their changing bodies and life priorities
• Promote non-competitive activities	NS Sport and Recreation Commission	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Start peer leadership programming at a young age	Schools	
• Provide incentives and support to volunteer	All those who work with	

leaders (travel and training)	youth	
• Train youth to work as coaches to help amateur sport clubs	Interested school would contact CIRA	Will need to make schools aware of the program
• Educate youth leadership trainers already active with youth development (but not involved in PA) on how to build PA into their lifestyle	NS Sport and Recreation Commission	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Provide the means for agencies to educate members/leaders on their responsibility for fitness for all participants	Coalition of agencies	
• Highlight companies that provide meaningful support for shift to physical activities; recognize corporate team participation in events	NS Sport and Recreation Commission lead, media support	
• Greater public pressure directed towards gov't agencies supporting PA	The public	
• Educate the voters to long-term benefits of PA so that they direct their votes to candidates/parties who exhibit commitment to PA	Sport organizations and recreation associations	
• Find measureable short-term gains (of PA) to show gov't the benefit of greater commitment to PA (consistent with the short-term of most gov'ts)	NS Sport and Recreation Commission	
• Lobby politicians to reinstate recreation programs to their former level	Sport organizations and recreation associations	

Provincial Youth Organizations

5 participants

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Develop daycare policy around daily physical activity	Dept of Health, Community Services, Child Care Advocacy Association	
• Promote the fun of physical activity	All partners involved in working with youth. The media.	
• Establish theme activities with young children encouraging physical activity	Day Care Centres, Community Services	
• Get the media's support to promote the fun. Get sponsors from sporting goods companies.	NS Sport and Recreation Commission, business community, Particpaction	
• Use children to educate and motivate parents (e.g. similar to how the recycling message moved from school to the home)	NS Sport and Recreation Commission, Dept of Education	

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Make discretionary funds available to coaches of amateur and school sports for those who can't pay fees and want to participate	Sport NS , coaches	Be careful not to increase stigma for those who need assistance especially in the rural areas
• Increased and equitable distribution of funds and administrative support for male and female sport and physical activity groups (within schools, community recreation programs...); and opportunities inside and outside school with NO user fees attached	School boards; school administration, teachers	
• Recognize and find ways to address the barriers to participation which exist in public school systems restricting activity: e.g. school-owned equipment that goes unused and is inaccessible to students needs to be made accessible to all and its use encouraged.	School boards; school administration, teachers	It is their responsibility to increase access and encourage use of equipment
• Make municipal by-laws more open and receptive to current preferences for youth activity: e.g. roller-blading/skateboarding/skootering/stunt biking/road hockey - these activities are current and the by-laws don't allow them!	NS Association of Municipalities, NS Mayors, Recreation Dept heads	

Leadership: *To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Use youth organizations - Girl Guides etc. - to partner with schools for after-school activities	Youth organizations, School Boards, NS Sport and Recreation Commission	
• Increased access and encouragement for youth to pursue leadership opportunities - e.g. with life-guarding there are many 'steps' from a young age to learn more leadership skills towards that goal.	Sports bodies	
• Involve diverse youth in program development to	Program developers	Opportunity: Youth

ensure it meets their needs and interests		input will 'make it real'

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Educate municipal councils on how to genuinely involve youth in decisions and allow them full participation	NS Federation of Municipalities, municipal councils, community members	Challenge: avoid tokenism!
• Construct and upkeep of ore unstructured activity areas (play fields, skateboard parks, basketball courts)	Community groups can act as sponsors for areas; municipalities	
• Educate and motivate community members to participate in creating/managing/supporting recreation facilities and opportunities	Individuals and families; municipalities	As opposed to shirking responsibility to gov't to take care of youth issues. Challenge: turn this attitude around
• Encourage community members and senior youth to lead outdoor experiences	Community	Challenge: need someone to screen and support the volunteers
• Use school gyms for after-school sports and activities	School Boards and Dept of Education, NS Sport and Recreation Commission, students of recreation programs	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Annual needs assessment in municipalities that are inclusive of diverse community members to	Municipality	

identify programming strategies		
• Share best practices between communities through web-site, conferences	NS Sport and Recreation Commission	

Teachers Association for Physical and Health Education

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Give equal weight to activities that are of specific interest to girls - i.e. aerobics (first, identify what girls want to do voluntarily - is it what the PE Dept offers?)	School boards, administration, teachers	
• Hire more female instructors (PE Teachers) to teach girls	Administration, principals, School Board, Senior staff Exec council	
• Bring in outside professionals to help with programs for girls	Administration, teachers	
• Separate boys and girls in most inter-mural activities	Administration	
• Introduce new activities specific to girls (aerobics, dance, gymnastics, cheerleading)	PhyEd teachers	
• Develop policy to enable female physed teachers to work part-time	Dept of Education	
• Provide opportunities for girls to assume leadership roles in PA and sport; provide leadership development programs and female role models	Dept of Education	

Work Book (and other written) Responses

12 respondents (Work Books)
3 respondents (letters)

Education: *To educate and motivate children, youth and their families to increase their levels of physical activity.*

Actions	*Responsibility*	*Comments*
• Work with the school system to support extracurricular activities	Parents, principals, teachers NS Sport and Recreation Commission	Challenge: finding people willing coach/coordinate
• Make PhysEd available at school at least 4x/6 day cycle	Dept of Education	
• Put sidewalks in all sub-divisions	Municipality	
• Media blitz to raise awareness of public on benefits of PA, incorporate PA in all existing programs which reach children, parents, educators	Media, schools, community groups, church groups, health and recreation agencies, Dept Education	Opportunity: If all groups who work with children are aware of the benefits of PA have them build that into their existing programs
• Mandatory physical education in all schools including high schools.	Dept of Education	Opportunity: Creates an equal playing field among children if PA takes place within the schools.
• Ongoing stories in the media of ordinary people making progress in ordinary ways. Success stories of courage it requires for an inactive person to become active.	Everyone involved in fitness activity ahs a story to tell.	It's time to push the parents as they are the ones that have to support their children.
• Daily PA across the grades in the schools	PhyEd teachers, classroom teachers, network or peer leaders	Challenge: PA must be seen as curriculum not extracurricular. A fundamental part of the curriculum not a disruption.
• Use Health Canada's Activity Guide for children as an education tool. Introduce at	School system, local rec groups, health groups	Get the word out, make people aware

community meetings. Distribute to all physed teachers, local youth organs, day cares		that PA is not just sports.
• More daily phys education classes with high activity level	Dept of Education and School Boards	
• Daily physical education at school	Dept of Education	
• Ensure children go outside at lunch time	Dept of Education school admin	
• At home, limit time spent watching TV and on computer	Parents	
• Parents need to lead by example – take children on walks, bike riding, have a snowball fight. Don't drive them everywhere.	Parents	
• Work directly with the physical and health educators in the schools to deliver quality programs		
• Getting the word out to children and youth and families of the importance of PA by using advertising (media)	Parents, schools, Community Health Boards, Dept of Education, Rec Depts	The challenge will be to get all concerned to realize the importance of PA
• Have certified coaches involved with sports who inspire confidence and motivation rather than humiliation	NSSRC, Dept Education	Need to pay coaches and certify them

Opportunities For All: *To provide a range of opportunities for physical activity to all children and youth, regardless of gender, socio-economic status, disability, ethnic background or culture.*

Actions	*Responsibility*	*Comments*
• Get into the school system where the children are	Parents, principals, teachers NS Sport and Recreation Commission	Challenge: Funding
• Make PhysEd available at school at least 4x/6 day cycle	Dept of Education	
• Provide social assistance for extracurricular activities for low income children	Community Services	
• Start small. Make parents and kids aware of the free and low cost opps in their communities.	Media, leisure services, churches, schools	
• Make public transit available to county areas	All levels gov't	
• Create a contest among organizations, facilities and groups to be the most accessible across all the determinants.	NS Sport and Recreation Commission, community groups, facilities	Challenge: There need sto be a shift from profit thinking to subsidization to make access affordable

• Go to who knows specific groups best (religious leaders, community leaders).	Community leaders	
• Quality daily physical education in the schools	Dept of Education and School Boards	Legislate this province-wide
• Make school gyms available every night including weekends	School Boards, Dept of Education	
• Encourage tobogganing		Have to climb back up those hills!
• Provide information on the importance of regular physical activity for youth with a physical disability	Active Living Alliance for Canadians with a Disability, Dept of Education and recognized support organs.	Challenge: Focus on what the child 'can' do as opposed as to what the child 'cannot' do
• Move away from competitive sport. "If you don't make the team, you sit." Look to many other kinds of activities that used to done at Sunday School picnics and class outings.		
• Prepare booklet of ideas to provide families with guidance on types of activities	Parents, schools, Community Health Boards, all health providers, Dept of Education	Getting children and youth to take advantage of opportunities may be a challenge
• Place the focus on recreation and participation in school and other sports rather than on competition. The kids who don't make the team, drop out of PA	Dept of Education, PhysEd teachers, coaches	Challenge: finding the volunteers

Girls and Young Women: *To increase the participation of girls and young women in physical activity*

Actions	*Responsibility*	*Comments*
• Instill importance of PA at the youngest school age with more than is presently provided for in the schools	Parents, principals, teachers NS Sport and Recreation Commission	Set up programs in schools. Start small with after school activities. Inspire young girls in development years with motivational talks and workshops aimed at them
• Make PhysEd mandatory in high school and increase frequency- and have separate sex classes	Dept of Education	
• More school focus on non-competitive kinds of activities	Dept of Education, schools, all who work with youth	
• Make the link between good health practices and success as an individual. Better personal appearance, feeling better about yourself, more vibrant...find spokespeople to project that image...ordinary girls who look upon PA as part of their daily routine, same as taking a shower, brushing teeth.	We should all be involved. Don't pass off to gov't.	The opportunity is that there is market out there to tap into.
• Promote active role models who the girls can relate to	Female athletes, coaches and other active women and girls	Challenge: Getting young women to buy into a PA image
• Find activities geared to young women; have them design own programs	Women	Change the stereotype that exercise is yucky, sweaty and only for 'jocks'
• Provide activities that girls want to be involved in that make them active	Schools and PE teachers	Change the focus of Jr High PE programs to meet girls' needs
• Eliminate stereotyping of the types of PA girls can engage in	Schools, coaches, parents, funding programs	Girls are just as capable of learning the skills of hockey, football and boxing as they are volleyball and ice skating
• Encourage inclusive sports rather than competitive sports	Depts of Education, Health, NSSRC	Challenge: the reality of lack of volunteer coaches

***Leadership:** To develop leadership capacity in physical activity involving both youth and adults in education, coaching, recreation, health, childcare and youth work.*

Actions	*Responsibility*	*Comments*
• Development of leadership will be natural if introduced to youth at early age	Parents, principals, teachers NS Sport and Recreation Commission	Have a wide variety of programs which all children would be able to find their strong suit
• Make PhysEd mandatory in high school and increase frequency of classes	Dept of Education	
• Increase peer led opportunities from older to younger within school and within organized sports groups	Dept of Education	
• Create some low end, modestly trained leaders to provide safe opps for PA.	Get local agencies (YMCA, Girls and Boys Clubs) to do the training	There will be a lot more leaders at the end of the day
• Build a bank of peer models through training	Phys Ed teachers, coaches, daycare teachers, after school programs	Challenge: Will require time and money
• Have older youth help run community schools activities and programs	Schools, Rec Depts	Challenge: Providing the training opps
• Start with families! Raise awareness of parents as to their role in forming PA habits		
• Recruit university students into a leadership role as part of their related studies	Universities with leisure/recreation/health related studies	Opportunity: Youth relate better to those closer to their own age
• Leaders will usually be quite obvious in school phys ed programs - work with these young people	Schools, parents, Community Health Boards	Opportunity: Many young people like to be leaders given the chance. Seek these youth out and give opportunity to develop their talents.
• Hire certified coaches in the schools and pay for their time and training	NSSRC, Education	

Government and Community Commitment: *To increase commitment to enjoyable, lifelong, health enhancing physical activity for young people by a wide variety of local, provincial and national agencies.*

Actions	*Responsibility*	*Comments*
• Stop passing the buck (Fed, Prov, Mun). All must be involved.	Everyone passionate about our children and youth	Challenge or Opportunity: You tell me!
• Do not approve sub-divisions without sidewalks		
• Increase number of PhysEd classes ideally to every day	Dept of Education	
• Increased funding to leisure activities seen not as a frill but as an investment in health	All levels of gov't and all health advocacy groups	Challenge: when economy is poor, it's hard to sell things that are seen as non-essentials
• Build sidewalks in rural Nova Scotia	All levels of gov't	Challenge: We worry and pay the price of having 'unfit' citizens. Each municipality need to place more importance on PA – have its own indoor swimming pool/recreation centre
• Monitor how much gov't funded facilities are being used against some standard. Demand that the health care system get involved in ensuring people make use of facilities	Provincial and local gov't; health agencies, physicians	
• Introduce quality daily physical education throughout the province	Dept of Education and all gov't	Legislate this program in schools
• Provide funding for fulltime specialists in every school so all children have daily access to a quality daily physical and health education program	Dept of Education	
• Re-examine the policy on public school transportation: consider not bussing Jr and Sr High students who live within a 20 minutes walk of school		
• Tie in driver-licensing with minimal fitness requirements for able-bodied youth. At age 16, can you walk two miles in 32 minutes, and can you maintain that level at age 18 for your permanent license?		You have to have adequate eyesight to pass your driver's test, why not adequate fitness?
• Decrease the areas devoted to school parking at the high school in communities where walking is a possibility		

• Offer tax breaks for using alternate modes of transportation; no HST on bicycle purchase.		
• Make all recreation facilities fully accessible to all youth (ramps, pool lifts, accessible equipment)	Prov gov't, agencies, community rec facilities	Funding-realize it won't happen over-night ; will in time
• Gov't at all levels and all health agencies, the schools and parents should be committed to PA and not give up easily		It will be a challenge to get all these groups working together.
• Greater utilization of natural resources and more sidewalks	Partnerships between NSSRC and municipalities, Dept Transportation	

Research: *To support and communicate research into interventions to increase the levels of physical activity among all children and youth.*

Actions	*Responsibility*	*Comments*
• Hire coordinators from respective regions (actually live in the area) and then by school.	Same	Challenge: finding dedicated individual to see this through to implementation
• Work closely with the universities who are doing research – provide them with participants who will benefit from the knowledge derived.		
• Research has shown us that NS has the largest number of children living in poverty. We need to ensure that more breakfast and lunch programs for those children who need it are available. And that the meals are healthy.	School boards, municipal and provincial gov't and community volunteers	Challenge or Opportunity: We need a provincial gov't dept that looks at all the needs of children and youth from birth to age 16 (social, health and recreational needs)
• Research for results from programs	Gov't, universities	Results would show where best to put our money
• Have on-going research to see how children are doing with increasing PA	Universities	Money will be a challenge
• Communicate research that correlates activity and daily performance (especially academically)		
• Creation of a body that can work primarily on PA research and communicate findings on a scheduled basis to partners involved	Health organs, prov, research groups, colleges, universities	NS has a huge opportunity to be a leader in this area.
• Research amount and type of PA for youth with	Inclusion Services, PhysEd	Opportunity to

disabilities	teachers, students, organ that serve people with disabilities	educate and include youth with physical disabilities in research aimed at the importance of PA
• More research on how to involve girls and young women in PA	Health agencies, schools, parents, community	

Appendices 4.1 - 4.8

Priority Rating of Goals

Cape Breton Region: Priority Rating of Goals

Goals	High				Medium				Low			
	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed
Education			9 75%	9 90%			3 25%	1 10%				
Opportunities for All			11 92%	8 80%			1 8%	2 20%				
Girls & Young Women			9 75%	5 50%			3 25%	5 50%				
Leadership			7 58%	6 60%			4 33%	4 40%			1 8%	
Government & Community Commitment			11 92%	7 70%			1 8%	3 30%				
Research			3 25%	3 30%			4 33%	5 50%			5 42%	2 70%

Number of participants completing priority rating forms:

Public I: **0 of 3**

Public II:	**0**
Elected/Appointed:	**10 of 10**
Stakeholders:	**12 of 15**

Central Region: Priority Rating of Goals

Goals	*High*			*Medium*			*Low*		
	Public	Stake-holders	Elected/ Appointed	Public	Stake-holders	Elected/ Appointed	Public	Stake-holders	Elected/ Appointed
Education	8 89%	19 90%	2 100%	1 11%	2 10%				
Opportunities for All	9 100%	16 76%	1 50%		5 24%	1 50%			
Girls & Young Women	6 67%	14 67%	1 50%	3 33%	6 28%	1 50%		1 5%	
Leadership	7 78%	12 57%	2 100%	2 22%	8 38%			1 5%	
Government & Community Commitment	9 100%	19 90%	2 100%		2 10%				
Research	1 11%	5 24%	2 100%	6 67%	11 52%		2 22%	5 24%	

Number of participants completing priority rating forms:

Public: **9 of 19**
Elected/Appointed: **2 of 3**
Stakeholders: **21 of 40**

Fundy Region: Priority Rating of Goals

Goals	*High*				*Medium*				*Low*			
	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed
Education	8 100%		14 88%				2 13%					
Opportunities for All	8 100%		15 94%				1 6%					
Girls & Young Women	3 38%		10 68%		5 63%		6 38%					
Leadership	3 38%		10 63%		5 63%		6 38%					
Government & Community Commitment	7 88%		14 88%		1 13%		1 6%				1 6%	
Research	4 50%		5 31%		3 38%		2 13%		1 13%		9 56%	

Number of participants completing priority rating forms:

Public I: **8 of 8**

Public II:	**0 of 2**
Elected/Appointed:	**0 of 2**
Stakeholders:	**16 of 20**

Highlands Region: Priority Rating of Goals

Goals	High				Medium				Low			
	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed
Education	4 100%		26 96%	3 75%			1 4%	1 25%				
Opportunities for All	4 100%		23 85%	4 100%			4 15%					
Girls & Young Women	3 75%		20 74%	3 75%	1 25%		6 22%	1 25%			1 4%	
Leadership	4 100%		15 56%	4 100%			12 44%					
Government & Community Commitment	4 100%		21 78%	4 100%			6 22%					
Research	3 75%		3 11%		1 25%		15 56%	3 75%			9 33%	1 25%

Public I: 4 of 7
Elected/Appointed: 4 of 8
Stakeholders: 27 of 36

South Shore Region: Priority Rating of Goals

Goals	*High*				*Medium*			*Low*				
	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed
Education	10 83%	4 80%	18 86%	8 100%	2 17%	1 20%	3 14%					
Opportunities for All	10 83%	4 80%	16 76%	7 88%	2 17%	1 20%	4 19%	1 13%			1 5%	
Girls & Young Women	9 75%		12 57%	4 50%	3 25%	5 100%	8 38%	2 25%			1 5%	2 25%
Leadership	9 75%	1 20%	16 36%	6 75%	3 25%	3 60%	5 24%	2 25%		1 20%		
Government & Community Commitment	9 75%	4 80%	15 71%	8 100%	3 25%	1 20%	6 29%					
Research	4 33%		2 10%	4 50%	5 42%	4 80%	13 62%	2 25%	3 25%	1 20%	6 29%	2 25%

Number of participants completing priority rating forms:

Public I: **12 of 13**

Public II:	**5 of 6**
Elected/Appointed:	**8 of 8**
Stakeholders:	**21 of 23**

Valley Region: Priority Rating of Goals

Goals	*High*				*Medium*				*Low*			
	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed	Public I	Public II	Stake-holders	Elected/ Appointed
Education	13 100%	11 100%	14 93%	6 100%			1 7%					
Opportunities for All	12 92%	9 82%	12 80%	6 100%	1 8%	2 18%	3 20%					
Girls & Young Women	9 69%	6 55%	10 67%	3 50%	4 31%	5 46%	5 33%	3 50%				
Leadership	13 100%	9 82%	12 80%	2 33%		2 18%	3 20%	4 67%				
Government & Community Commitment	12 92%	8 72%	14 93%	3 50%	1 8%	3 27%	1 7%	3 50%				
Research	4 31%	3 27%	1 7%	2 33%	5 39%	6 55%	10 67%	2 33%	4 31%	2 18%	4 26%	2 33%

Number of participants completing priority rating forms:

Public I: 13 of 16

Public II:	**11 of 13**
Elected/Appointed:	**6 of 6**
Stakeholders:	**15 of 21**

Provincial Groups: Priority Rating of Goals

Health
Sport and Recreation
Youth

Goals	*High*			*Medium*			*Low*		
	Health	Sport and Recreation	Youth	Health	Sport and Recreation	Youth	Health	Sport and Recreation	Youth
Education	5 83%	12 80%	5 100%	1 17%	2 13%			1 7%	
Opportunities for All	5 83%	9 60%	2 40%		5 33%	3 60%	1 17%		
Girls & Young Women	3 50%	8 53%	2 40%	2 33%	6 40%	3 60%	1 17%	1 7%	
Leadership	2 33%	12 80%	3 60%	4 67%	1 7%	2 40%		2 13%	
Government & Community Commitment	6 100%	15 100%	5 100%						
Research	4 67%	2 13%	1 20%	2 33%	9 60%	4 80%		4 27%	

Number of participants completing priority rating forms:

Health:	**6 of 6**
Sport and Rec:	**15 of 15**
Youth:	**5 of 5**

Workbook Respondents: Priority Rating of Goals

Goals	*High Priority*	*Medium Priority*	*Low Priority*
Education	9 82%	2 18%	
Opportunities for All	11 100%		
Girls and Young Women	8 73%	3 27%	
Leadership	4 36%	7 64%	
Gov't and Community Commitment	8 73%	2 18%	1 9%
Research	4 36%	3 27%	4 36%

Number of respondents completing priority rating forms:

11 of 12